



Cocalico School District
Course Curriculum Details
Course: Citizenship/Social Studies - 5

Area: Geography of the United States

Big Idea: People interact with their environment and are affected by it.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Describe relative location of the five regions of United States					
<ul style="list-style-type: none"> 7.2.5.A Describe the characteristics of places and regions 	<ul style="list-style-type: none"> region relative location continent population contiguous 	<ul style="list-style-type: none"> Social Studies Text-pages 12-19 Homework and Practice-page 1 Mystery State Scavenger Hunt 	<ul style="list-style-type: none"> textbook student laptop Super Teacher Worksheet Mystery State Culture Grams Online True Flix 	<ul style="list-style-type: none"> Homework and Practice-page 1 Chapter 1 Test 	
Objective: 2: Identify and describe landforms and their regions					
<ul style="list-style-type: none"> 7.2.5.A Describe the characteristics of places and regions 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions 	<ul style="list-style-type: none"> landform region climate mountain range erosion prairie environment 	<ul style="list-style-type: none"> Social Studies Text-pages 22-29 Homework and Practice-page 4 Compare regions on Google Earth 	<ul style="list-style-type: none"> textbook student laptop 	<ul style="list-style-type: none"> Chapter 1 Test 	
Objective: 3: Identify and locate major bodies of water					
<ul style="list-style-type: none"> 7.2.5.A Describe the characteristics of places and regions 7.4.5.A Describe and explain the effects of the physical systems on people within regions 	<ul style="list-style-type: none"> inlet gulf sound tributary river system drainage basin fall line 	<ul style="list-style-type: none"> Social Studies Text-pages 30-34 Homework and Practice-page 5 	<ul style="list-style-type: none"> textbook 	<ul style="list-style-type: none"> Chapter 1 Test 	
Objective: 4: Identify factors that affect climate and vegetation					



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<ul style="list-style-type: none"> • 7.2.5.A Describe the characteristics of places and regions • 7.4.5.A Describe and explain the effects of the physical systems on people within regions 		<ul style="list-style-type: none"> • elevation • natural vegetation • arid • tundra 	<ul style="list-style-type: none"> • Social Studies Text-pages 36-39 • Homework and Practice-page 6 • Write a weather report on an assigned region 	<ul style="list-style-type: none"> • Textbook • Homework and Practice pages 7 and 8 • Notebook paper • Student laptop-weather.com 	<ul style="list-style-type: none"> • Chapter 1 Test • Weather Report
<p>Objective: 5: Explain how physical features affect human settlement</p>					
<ul style="list-style-type: none"> • 7.4.5.A Describe and explain the effects of the physical systems on people within regions • 7.4.5.B Identify the effect of people on the physical systems within a community 		<ul style="list-style-type: none"> • land use • natural resources • renewable resources • nonrenewable resources • modify • irrigation • efficiency 	<ul style="list-style-type: none"> • Social Studies Test-pages 40-45 • Write a paragraph about conserving natural resources • Homework and Practice-pages 7 and 8 	<ul style="list-style-type: none"> • textbook • notebook paper • student laptop 	<ul style="list-style-type: none"> • Chapter 1 Test • Homework and Practice-pages 7 and 8



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Area: Native Americans

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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Identify possible explanations of how people came to live in the Americas					
<ul style="list-style-type: none"> 7.3.5.A Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities 7.4.5.A Describe and explain the effects of the physical systems on people within regions 	<ul style="list-style-type: none"> theory migration 	<ul style="list-style-type: none"> Social Studies Text-pages 52-54 Discovery Ed-video clip-Bering Strait 	<ul style="list-style-type: none"> textbook laptop & projector 	<ul style="list-style-type: none"> Chapter 2 Test 	
Objective: 2: Explain how early people in the Americas lived, hunted, and farmed					
<ul style="list-style-type: none"> 7.3.5.A Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities 7.4.5.A Describe and explain the effects of the physical systems on people within regions 	<ul style="list-style-type: none"> artifact civilization 	<ul style="list-style-type: none"> Social Studies Text-page 55 	<ul style="list-style-type: none"> textbook Homework and Practice-page 13 	<ul style="list-style-type: none"> Chapter 2 Test Homework and Practice page 13 	
Objective: 3: Understand how changes in the environment affected early people' lives					



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<ul style="list-style-type: none"> • 7.3.5.A Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities • 7.4.5.A Describe and explain the effects of the physical systems on people within regions 		<ul style="list-style-type: none"> • ancestor • tradition • class 	<ul style="list-style-type: none"> • Social Studies Text-pages 56-59 • Brain Pop-Ancient Civilizations 	<ul style="list-style-type: none"> • textbook • Brain Pop graphic organizer or quiz • Student Laptop 	<ul style="list-style-type: none"> • Chapter 2 Test • Brain Pop Quiz

Objective: 4: Describe and explain how different Native American tribes adapt to their environment and compare the similarities and differences



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<ul style="list-style-type: none"> 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history 		<ul style="list-style-type: none"> division of labor palisade longhouse wampum confederation wigwam lodge sod scarce tepee travois council ceremony adapt staple surplus adobe hogan trade network harpoon clan economy barter potlatch kayak igloo 	<ul style="list-style-type: none"> Social Studies Book-pages 62-87 	<ul style="list-style-type: none"> textbook Homework and Practice-pages 16-19 True Flix 	<ul style="list-style-type: none"> Chapter 2 Test Project based learning-create a step book that provides the information about a Native American group and how they interact in the region where they have settled



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Area: The Age of Exploration

Big Idea: Cultural differences and competition for land led to conflicts among different groups of people in the Americas

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Identify background information, goals, motives, and accomplishments of a European explorer					
<ul style="list-style-type: none"> 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> circumnavigate civilization claim conquistador expedition mutiny natives trade routes 	<ul style="list-style-type: none"> Heroes Vs. Villains Literacy Design Collaborative Module Vocabulary notes Exploration Video Research Notes 	<ul style="list-style-type: none"> Student laptop Research Packet Writing Packet 	<ul style="list-style-type: none"> Argumentative Letter stating research and opinion on status of explorer based on research 	



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Area: Building the First Colonies

Big Idea: Cultural differences and competition for land led to conflicts among different groups of people in the Americas

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: locate the lands in North America claimed by Spain and describe the relationship between Spanish Colonists and Native Americans					
<ul style="list-style-type: none"> 8.3.5.A. Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history 8.3.5.C Differentiate how continuity and change in United States history are formed and operate 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> colony plantation slavery borderlands presidio mission hacienda 	<ul style="list-style-type: none"> Social Studies Text-page 146-150 Homework and Practice-page 32 	<ul style="list-style-type: none"> textbook Homework and Practice-page 32 	<ul style="list-style-type: none"> Chapter 4 Test Create a travel brochure to entice other Europeans to settle in your colony 	
Objective: 2: locate the lands in North America claimed by English and describe the relationship between English Colonists and Native Americans					
<ul style="list-style-type: none"> 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history 8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> raw material stock cash crop profit indentured servant legislature represent royal colony pilgrim compact self-government majority rule 	<ul style="list-style-type: none"> Social Studies Book-pages 152-163 Scholastic Virtual Field Trip-Plymouth Colony 	<ul style="list-style-type: none"> textbook Student laptop 	<ul style="list-style-type: none"> Chapter 4 Test Create a travel brochure to entice other Europeans to settle in your colony 	



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Big Idea: Cultural differences and competition for land led to conflicts among different groups of people in the Americas

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 3: locate the lands in North America claimed by French and the Dutch and describe the relationship between French and Dutch Colonists and Native Americans					
<ul style="list-style-type: none">• 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history• 8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate• 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States• 6.4.5.B Explain the growth in international trade		<ul style="list-style-type: none">• demand• supply• ally• proprietary colony	<ul style="list-style-type: none">• Social Studies Book-pages 166-173• Homework and Practice-page 37	<ul style="list-style-type: none">• textbook• Brain Pop Supply and Demand video	<ul style="list-style-type: none">• Chapter 4 Test• Create a travel brochure to entice other Europeans to settle in your colony• Brain Pop Quiz



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Area: The Young Republic

Big Idea: The United States established a new government and grew larger as more people arrived and lands were acquired.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p>Objective: 1: Describe how early pioneers met the challenges of frontier life, why President Jefferson bought Louisiana, and the expedition to explore our new territory</p>					
<ul style="list-style-type: none"> 8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history. 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> gap pioneer consequences 	<ul style="list-style-type: none"> Social Studies Textbook- pages 354-360 Discovery Ed-Daniel Boone Clip on Cumberland Gap Brain Pop-Lewis and Clark 	<ul style="list-style-type: none"> textbook student laptop Homework and Practice- pages 83 and 84 	<ul style="list-style-type: none"> Chapter 9 Test Brain Pop Quiz 	
<p>Objective: 2: Describe the events that led to the War of 1812, the Indian Removal Act, and the Trail of Tears</p>					
<ul style="list-style-type: none"> 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> impressment national anthem nationalism assimilate 	<ul style="list-style-type: none"> Social Studies Textbook- pages 364-369 Brain Pop-American Indians "Capture the Flag" by Kate Messner-novel study 	<ul style="list-style-type: none"> textbook Homework and Practice page 86 student laptop "Capture the Flag" by Kate Messner-novel 	<ul style="list-style-type: none"> Chapter 9 Test Brain Pop Quiz or graphic organizer 	



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Objective: 3: Explain the expansion of the United States: Texas annexation, pioneer trails, land gained from Mexican-American War, and the Gold Rush					
<ul style="list-style-type: none"> 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history 8.3.5.D Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> dictator annex ford manifest destiny cession gold rush forty-niners 	<ul style="list-style-type: none"> Social Studies textbook- pages 372-379 Homework and Practice Pages Westward Expansion Game Board 	<ul style="list-style-type: none"> textbook Homework and Practice- pages 87 and 88 Game Board Supplies 	<ul style="list-style-type: none"> Chapter 9 Test Choose a topic from Westward Expansion and make a game board to represent information gained from research 	
Objective: 4: Explain how canals, steamboats, and railroads improved shipping and transportation					
<ul style="list-style-type: none"> 8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate 6.1.5.D Demonstrate how availability of resources affects choice 	<ul style="list-style-type: none"> canal lock locomotive 	<ul style="list-style-type: none"> Social Studies Textbook- pages 380-382 Google Earth Virtual Field Trip to Erie Canal/view locks 	<ul style="list-style-type: none"> textbook student laptop 	<ul style="list-style-type: none"> Chapter 9 Test 	
Objective: 5: Describe how new inventions led to the Industrial Revolution					
<ul style="list-style-type: none"> 6.2.5.A Describe how goods and services are distributed 8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate 	<ul style="list-style-type: none"> Industrial Revolution cotton gin interchangeable parts 	<ul style="list-style-type: none"> Social Studies Textbook- pages 383-385 Homework and Practice- page 89 Research Inventor and Invention-create brief slideshow with info and photos 	<ul style="list-style-type: none"> textbook student laptop 	<ul style="list-style-type: none"> Chapter 9 Test Invention/Inventor Slideshow 	



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Area: A Changing Nation

Big Idea: Social and economic differences divided the nation and led to war. The nation was reunited, but continued to face many challenges.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
Objective: 1: Analyze the effects and reactions from Northerners and Southerners of the Reconstruction efforts after the Civil War					
<ul style="list-style-type: none"> • 5.4.5.B Describe the difference between nation and country • 5.3.4.B Identify behaviors that promote cooperation among individuals • 8.3.5.D Examine the patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 	<ul style="list-style-type: none"> • Reconstruction • black codes • acquit • freedmen • sharecropping • secret ballot • segregation 	<ul style="list-style-type: none"> • Social Studies Textbook- pages 446-453 • Summary that compares Johnson’s plan with Congress’s plan • Homework and Practice- page 105 	<ul style="list-style-type: none"> • textbook • notebook paper or shared Google doc for summary 	<ul style="list-style-type: none"> • Chapter 11 Test • Summary 4-score on 4 point rubric 	
Objective: 2: Examine why people moved West in the late 1800’s and how it affected the Native American populations					
<ul style="list-style-type: none"> • 6.1.5.A Explain how limited resources and unlimited wants cause scarcity • 6.1.5.B Explain ways in which people meet their basic needs and wants • 6.1.5.D Explain how availability of resources affects choices 	<ul style="list-style-type: none"> • prospector • boom • bust • homesteader • reservation 	<ul style="list-style-type: none"> • Social Studies Textbook- pages 454-459 • Build a Sod House activity online-Smithsonian • Homework and Practice page 106 • Pioneer Journal 	<ul style="list-style-type: none"> • textbook • student laptop • notebook paper 	<ul style="list-style-type: none"> • Chapter 11 Test • Pioneer Journal 	



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Objective: 3: Examine the industries and inventions that led to the formation of unions					
<ul style="list-style-type: none"> 6.2.5.A Describe how goods and services are distributed 6.3.5.B Describe factors that influence government's economic decision making 6.5.5.A Describe how the availability of goods and services is made possible by the work of members of the society 		<ul style="list-style-type: none"> transcontinental railroad skyscraper petroleum labor union strike collective bargaining 	<ul style="list-style-type: none"> Social Studies Textbook- pages 462-467 Homework and Practice- pages 108 and 109 Bill Nye on Discovery Ed- steel industry 	<ul style="list-style-type: none"> textbook student laptop 	<ul style="list-style-type: none"> Chapter 11 Test Chart that compares inventors
Objective: 4: Compare new and old immigrants and describe the challenges face by both					
<ul style="list-style-type: none"> 8.2.5.D Examine the patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States 		<ul style="list-style-type: none"> tenement reformer settlement house 	<ul style="list-style-type: none"> Social Studies Book-pages 468-472 Homework and Practice- page 110 	<ul style="list-style-type: none"> textbook student laptop 	<ul style="list-style-type: none"> Chapter 11 Test Students create a Google Slide presentation exploring the experience of an immigrant group into the United States