| Strand | Principals of the Republic  
| Relationships of Individual and Groups to Institutions and Traditions  
| Tools of Social Science Inquiry |
| Big Idea | Knowledge of the Principles Expressed in Documents Shaping Republic in the United States  
| Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
| Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

### Concept

A.  
- Principles of constitutional democracy in the United States  
- Group membership  
- Changing ideas, concepts and traditions  
- Understanding fact, opinion, bias and points of view in sources  
- Supporting a point of view

### Learning Targets

1.  
- Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed  
- Identify important principles in the Constitution including  
  a. limited government  
  b. rule of law  
  c. majority rule  
  d. minority rights  
  e. separation of powers  
  f. checks and balances  
- Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)

### Alignments:

- Performance: 1.6, 1.10  
- Knowledge: (SS) 1  
- SSGLE: PR.1.A; RIGIT.6.E.I; TSSI.7.C.G  
- NETS: 1c  
- DOK: 3
### Instructional Strategies

- American Revolution simulation
- Teacher guided whole class activity: Color code the Declaration of Independence by:
  - preamble
  - declaration of rights
  - list of abuses/grievances
  - statement of independence
  - signatures
  and discuss each part
- Students will create a flipbook of the Bill of Rights using their own wording/illustrations

### Assessments/Evaluations

- End of Unit assessment over Chapters 9-11
- Flipbooks – assessed using a teacher created scoring guide

### Sample Assessment Questions

- Explain how and why the Declaration of Independence was written
- Identify the major parts of the Declaration of Independence
- List the basic rights and freedoms in the Bill of Rights

### Instructional Resources/Tools

- Social Studies Chapters 9-11

### Literacy Connections

- *Shh... We’re Writing the Constitution*
- *We the People*

### Cross Curricular Connections

- N/A
| Strand | Principals and Processes of Governance Systems  
|        | Elements of Geographical Study and Analysis  
|        | Relationships of Individual and Groups to Institutions and Traditions  
|        | Tools of Social Science Inquiry  
| Big Idea | Knowledge of Principles and Processes of Governance Systems  
|        | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
|        | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|        | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents)  

| Concept | Learning Targets  
|---------|------------------  
| B.      | 1.  
| • Processes of governmental systems | • Differentiate between powers and functions of local, state and national government  
| • Reading and constructing maps | • Use geographic research sources to acquire information and answer questions  
| • Group membership | • Identify how ideas, concepts and traditions have changed over time in the United States  
| • Changing ideas, concepts and traditions |  
| • Understanding fact, opinion, bias and points of view in sources |  
| • Supporting a point of view |  

**Alignments:**  
Performance: 1.10  
Knowledge: (SS) 2  
NETS: 3b  
DOK: 3
### Instructional Strategies

- **Research:**
  - local
  - state
  - national
government processes and create a Venn diagram illustrating similarities and differences
- Invite local political speakers to discuss and answer local and state government issues
- Teacher directed class discussion of the:
  - Articles of Confederation
  - Constitution
  - Amendments
to focus on changes over time

### Assessments/Evaluations

- Teacher observation
- Venn diagram and research – assessed using a teacher created scoring guide
- Chapter 11 test

### Sample Assessment Questions

- Compare and contrast:
  - state
  - local
  - national
government

### Instructional Resources/Tools

- Chapter 11, Lesson 3

### Literacy Connections

- Senate Mouse
- White House Mouse
- Duck for President
Cross Curricular Connections

• N/A
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.</td>
<td>1.</td>
</tr>
<tr>
<td>• Recall the migrations of people from many regions to North America</td>
<td>• Analyze the lifestyles and differences of Native American cultures before Europeans came</td>
</tr>
<tr>
<td>• Reading and constructing maps</td>
<td>• Use geographic research sources to acquire information and answer questions</td>
</tr>
<tr>
<td>• Using geography to interpret, explain and plan for the future</td>
<td>• Construct maps</td>
</tr>
<tr>
<td>• Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry</td>
<td>• Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)</td>
</tr>
<tr>
<td>• Knowledge to create and use various social studies graphics and maps</td>
<td>• Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters</td>
</tr>
<tr>
<td>• Understanding fact, opinion, bias and points of view in sources</td>
<td></td>
</tr>
<tr>
<td>• Use technological tools for research and presentation</td>
<td></td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.10
Knowledge: (SS) 3
NETS: 1a; 2d
DOK: 3
### Instructional Strategies

- Small group guided instruction
- Divide the students into groups covering each Native American region. Each group will:
  - research and produce a project presenting their region
  - color & label the map of their region

### Assessments/Evaluations

- Assessment of presentation – assessed using a teacher created scoring guide
- Student map – assessed using a teacher created evaluation
- Presentation research – assessed using teacher observation
- Chapter 2 test

### Sample Assessment Questions

- Describe how did each Native American region use their climate and resources before Europeans arrived?
- Compare and contrast each Native American region

### Instructional Resources/Tools

- Chapter 2

### Literacy Connections

- *If You Lived* series

### Cross Curricular Connections

- N/A
<table>
<thead>
<tr>
<th>Strand</th>
<th>Missouri, United States and World History</th>
</tr>
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<tbody>
<tr>
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<tr>
<td></td>
<td>Tools of Social Science Inquiry</td>
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<tr>
<td>Big Idea</td>
<td>Knowledge of Continuity and Change in the History of Missouri and the United States</td>
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</tr>
</tbody>
</table>

**Concept**

D.
- Discovery, exploration and settlement of the United States
- Reading and constructing maps
- Using geography to interpret, explain and plan for the future
- Group membership
- Changing ideas, concepts and traditions
- Use technological tools for research and presentation

**Learning Targets**

2.
- Recognize the sequence of the discovery, exploration and early settlement of America
- Use geographic research sources to acquire information and answer questions
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)

**Alignments:**
Performance: 1.8
Knowledge: (SS) 3
NETS: 3b
DOK: 1
## Instructional Strategies

- Create a classroom timeline of European explorers
- Foldables – teacher directed on SMART Board using Ladibug
- Research an explorer and write a dialogue between the explorer and a reporter who is interviewing him
- Explorers simulation

## Assessments/Evaluations

- Timeline – assessed using a teacher created evaluation
- Simulation evaluation
- Chapter tests

## Sample Assessment Questions

- Choose one explorer that we learned about and identify his reason for his expedition

## Instructional Resources/Tools

- Chapters 3-6
- Scholastic Explorers simulation

## Literacy Connections

- There’s a Map in My Lap
- Mapping Penny’s World

## Cross Curricular Connections

- N/A
| Strand                                                                 | Missouri, United States and World History  
Elements of Geographical Study and Analysis  
Relationships of Individual and Groups to Institutions and Traditions  
Tools of Social Science Inquiry |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Big Idea                                                               | Knowledge of Continuity and Change in the History of Missouri and the United States  
Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

### Concept

- Perspectives on The American Revolution
- Reading and constructing maps
- Using geography to interpret, explain and plan for the future
- Group membership
- Changing ideas, concepts and traditions
- Understanding fact, opinion, bias and points of view in sources
- Supporting a point of view

### Learning Targets

3.  

- Draw conclusions about the American Revolution, including the point of view of patriots and loyalists and key events that explain why the American colonists were successful
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
- Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
- Distinguish between fact and opinion and recognize bias and points of view
- Identify, research and defend a point of view/position

### Alignments:

Performance: 3.6  
Knowledge: (SS)  
NETS: 1c  
DOK: 3
### Instructional Strategies

- Create a t-chart detailing both patriot and loyalist points of view
- Participate in an American Revolution simulation and create a character logbook
- With a partner, students will identify a step leading up to the American Revolution and list the:
  - date of the event
  - reason for the event
  - the outcome
  on a footprint cutout
- Students will combine the cutouts sequentially to create a class book
- Teacher led discussion of the future of the US was to move west after the Revolutionary War

### Assessments/Evaluations

- Chapters 9-11 tests
- T-chart – teacher created scoring guide
- Simulation evaluation

### Sample Assessment Questions

- Describe one cause and effect of the American Revolution
- Contrast the viewpoints of loyalists and patriots
- Infer why the colonists were successful during the Revolutionary War

### Instructional Resources/Tools

- Chapters 9-11

### Literacy Connections

- *If You Lived at the Time of the American Revolution*
- *George*
- *George Washington’s Socks*

### Cross Curricular Connections

- N/A
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</table>

**Concept**

- Westward Expansion and settlement in the US
- Reading and constructing maps
- Using geography to interpret, explain and plan for the future
- Group membership
- Changing ideas, concepts and traditions
- Understanding fact, opinion, bias and points of view in sources
- Supporting a point of view

**Learning Targets**

4.

- Investigate the causes and consequences of Westward Expansion, including:
  a. Texas and the Mexican War
  b. California Gold Rush

- Examine cultural interactions among these groups from colonial times to Civil War:
  a. Native Americans
  b. Immigrants from Europe
  c. Africans brought to America

- Use geographic research sources to acquire information and answer questions

- Construct maps

- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
<table>
<thead>
<tr>
<th>Alignments:</th>
<th>Instructional Strategies</th>
</tr>
</thead>
</table>
| Performance: 1.6, 1.9  
Knowledge: (SS) 3  
NETS: 1a,b  
DOK: 3 | - Teacher led discussion of Westward Expansion to introduce concepts  
- Teacher directed timeline on class anchor chart of cultural interactions  
- Each student will construct a salt/flour map demonstrating the growth of the U.S. during Westward Expansion  
- Scholastic Westward Expansion simulations involving:  
  - interpreting the past  
  - membership of a group  
  - ideas, concepts, and traditions  
  - fact & opinion  
  - point of view |

<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
<th></th>
</tr>
</thead>
</table>
| Chapter tests  
Simulation log – assessed using a scoring guide from the teacher manual |                                                                                             |
### Sample Assessment Questions

- Explain the causes/consequences of the Texas and Mexican War
- Explain the causes/consequences of the Gold Rush

### Instructional Resources/Tools

- Chapters 12-16

### Literacy Connections

- *Westward Ho*
- *If You Traveled West in a Covered Wagon*

### Cross Curricular Connections

- N/A
| Strand                                                                 | Missouri, United States and World History  
|                                                                      | Elements of Geographical Study and Analysis  
|                                                                      | Relationships of Individual and Groups to Institutions and Traditions  
|                                                                      | Tools of Social Science Inquiry |
| Big Idea                                                             | Knowledge of Continuity and Change in the History of Missouri and the United States  
|                                                                      | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
|                                                                      | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|                                                                      | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

**Concept**

G.  
- Understanding the causes and consequences of the Civil War  
- Reading and constructing maps  
- Using geography to interpret, explain and plan for the future  
- Group membership  
- Changing ideas, concepts and traditions  
- Understanding fact, opinion, bias and points of view in sources  
- Supporting a point of view

**Learning Targets**

5.  
- Identify political, economical, and social causes and consequences of the Civil War and Reconstruction  
- Use geographic research sources to acquire information and answer questions  
- Construct maps  
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)  
- Distinguish between fact and opinion and recognize bias and points of view

**Alignments:**  
Performance: 1.6, 3.1  
Knowledge: (SS) 3  
NETS: 1b,c  
DOK: 3
### Instructional Strategies

- Civil War simulation
- Create a t-chart, one for the causes of the Civil War and another for the consequences of the Civil War
- The teacher will model on the SMART Board and the students will create a four flap foldable sequencing the events leading to:
  - the Civil War
  - important battles
  - the end of the war
  - reconstruction
- Label and color code a map for the North, South and border states
- Teacher led discussion of North, South, and border states for points of view of each

### Assessments/Evaluations

- Civil War logbook for:
  - simulations
  - evaluations
  - fact/opinion/bias
- Color coded map – evaluated using a scoring guide
- Chapter 15 test

### Sample Assessment Questions

- Contrast the economies of the North and South after the war
- Identify the cause of the southern states succession from the union
- Predict the outcome of reconstruction if Abraham Lincoln had not been assassinated

### Instructional Resources/Tools

- Chapter 15
### Literacy Connections

- *Henry’s Freedom Box*
- *Pink and Say*
- *Abe’s Honest Words*
- *Across Five Aprils*
- *Moses*
- *Rosa*

### Cross Curricular Connections

- N/A
| Strand | Economic Concepts and Principles  
|        | Relationships of Individual and Groups to Institutions and Traditions  
|        | Tools of Social Science Inquiry |
| Big Idea | Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)  
|        | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|        | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

**Concept**

H.  
- Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events  
- Group membership  
- Understanding fact, opinion, bias and points of view in sources  
- Supporting a point of view

**Learning Targets**

1.  
- Apply the following economic concepts:  
  a. scarcity  
  b. supply and demand  
  c. trade-offs (opportunity cost)  
- Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group  
- Distinguish between fact and opinion and recognize bias and points of view  
- Identify, research and defend a point of view/position

**Alignments:**

Performance: 1.10  
Knowledge: (SS) 4  
NETS: 2d; 3d  
DOK: 4

Board Approved 7-15-13  
Revised 2013
**Instructional Strategies**

- Umps Fwat website – teacher directed on the SMART Board
- Scarcity: The school has received a mock donation of $1,000. Student pairs interview teacher/staff members in their building about the needs or wants. The students then bring the data back to the class. The class will create a t-chart of needs and wants and evaluate how to best spend the money. They will need to describe the trade-offs made and identify the opportunity costs of their decision. Discuss how scarcity affects the individuals involved and how not everyone’s needs/wants will be met
- Use any new product to illustrate their point of view ex. Mountain Dew always comes out with a new flavor in the summer
- Discuss different groups that are available for them to join at school or in the classroom and how those groups would form (common interests or goals) examples: cup stacking, student counsel, choir, art club, sports teams

**Assessments/Evaluations**

- Teacher observation for group forming
- $1,000 mark donation – assessed using a teacher created scoring guide
- T-chart facts & opinions for skittles
- Students will create a “Point-of-View” PowerPoint – evaluated using a teacher created scoring guide

**Sample Assessment Questions**

- Explain an example of:
  - scarcity
  - supply and demand
  - trade-offs

**Instructional Resources/Tools**

- Chapters 17 and 18
- Umps Fwat powellcenter.org/umpsvideo.asp

**Literacy Connections**

- *Chicken Sunday*
- *A Chair for My Mother*
- *Uncle Jed’s Barbershop*
- *Bringing Rain to the Kapiti Plain*
- *A New Coat for Anna*
Cross Curricular Connections

- N/A
| Strand | Economic Concepts and Principles  
| Elements of Geographical Study and Analysis  
| Relationships of Individual and Groups to Institutions and Traditions  
| Tools of Social Science Inquiry |
|---|---|
| Big Idea | Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)  
Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Concept</strong></td>
<td><strong>Learning Targets</strong></td>
</tr>
<tr>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>
| • The role of technology in changing the US from an agricultural economy to an industrial economy  
• Reading and constructing maps  
• Using geography to interpret, explain and plan for the future  
• Group membership  
• Changing ideas, concepts and traditions  
• Interpreting the past, explaining the present and predicting the future of economic decisions  
• Use technological tools for research and presentation | • Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy  
• Use geographic research sources to acquire information and answer questions  
• Construct maps  
• Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)  
• Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group  
• Identify how ideas, concepts and traditions have changed over time in the United States |
Alignments:
Performance: 1.6
Knowledge: (SS) 4
NETS: 1a
DOK: 3

Instructional Strategies

• Discuss communication strategies of the past such as:
  • Pony Express
  • telegraphs
  • party lines
  • the postal service
  and create a timeline on a class anchor chart
• Use agricultural jobs to show how they have evolved/changed as the economy has moved to industrial. Teacher led:
  • class discussion
  • anchor chart
• Teacher led class discussion predicting future sources of communication
• Economic cost and change activity:
  • Talk about the economic costs of these communication strategies and how it has changed how people communicate. For example:
    • letters
    • telegraph
    • phone calls
    • e-mail
    • texting
    • skyping
  • The teacher will divide the class into groups for each strategy
  • Each group will create a poster or PowerPoint to show changes
• Role of technology: Create a class anchor t-chart of agricultural to industrial
<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• T-charts</td>
</tr>
<tr>
<td>• Chapter 17 test</td>
</tr>
<tr>
<td>• Economic Cost presentation – assessed using a teacher created scoring guide</td>
</tr>
<tr>
<td>• Teacher observation of agricultural &amp; industrial jobs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Choose a technological advancement and explain its influence on the past economy and predict its effect on the future</td>
</tr>
</tbody>
</table>

<table>
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<tbody>
<tr>
<td>• It’s a Book</td>
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<table>
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</thead>
<tbody>
<tr>
<td>• N/A</td>
</tr>
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</table>
Strand | Elements of Geographical Study and Analysis
Tools of Social Science Inquiry

| Big Idea | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment
Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents)

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J.
- Reading and constructing maps
- Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
- Knowledge to create and use various social studies graphics and maps
- Understanding fact, opinion, bias and points of view in sources
- Use technological tools for research and presentation

<table>
<thead>
<tr>
<th>Learning Targets</th>
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</table>
1.
- Use geographic research sources to interpret information and answer questions
- Construct maps
- Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
- Create maps, graphs, timelines, charts and diagrams to communicate information
- Distinguish between fact and opinion and recognize bias and points of view

**Alignments:**
Performance: 1.4, 1.5, 1.8, 1.10
Knowledge: (SS) 5
SSGLE: EGSA.5.A; TSSI.7.A-D
NETS: 1b; 2d; 3b,d; 6a,b,d
DOK: 4

Board Approved 7-15-13
Revised 2013
Instructional Strategies

• You might decide to combine concepts L, M, N, and O into one research project (PowerPoint, Prezi, etc.) to research a region
• Teacher small group instruction:
  • Students will:
    • study maps and map features when they learn the states and capitals
    • construct a map of their state including:
      • land forms
      • major cities
      • bodies of water
      • longitude/latitude
  • Have students:
    • choose a state
    • become an expert
    • create a brochure for their state
    and present to the class proposing their state as a tourist destination
• Students can create a time-line of their state’s admission to the union and other important events for their state
• Study the climate of region of the United States. Research how the climate has been affected and predict how this will impact this area

Assessments/Evaluations

• Assess the student presentation using a teacher-created scoring guide

Sample Assessment Questions

• Compare & contrast primary and secondary sources
• Describe a key that can help you to read and understand a map

Instructional Resources/Tools

• Textbook
• Classroom websites
• eThemes
<table>
<thead>
<tr>
<th>Literacy Connections</th>
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<tbody>
<tr>
<td>• There’s a Map on My Lap</td>
</tr>
<tr>
<td>• My Place in Space</td>
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<td>Strand</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Concept**

K.
- Reading and constructing maps
- Understanding the concept of location to make predictions and solve problems
- Using geography to interpret, explain and plan for the future
- Use technological tools for research and presentation

**Learning Targets**

2.
- Use geographic research sources to acquire information and answer questions
- Construct maps
- Locate states and major topographic features of the United States
- Locate and describe real places, using absolute and relative location
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)

**Alignments:**
- Performance: 1.4, 1.5, 1.10
- Knowledge: (SS) 5
- SSGLE: EGSA.5.A,B,J; TSSI.7.D
- NETS: 1b; 2d; 3b,d; 6a,b,d
- DOK: 4

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### Instructional Strategies

- You might decide to combine concepts L, M, N, and O into one research project (PowerPoint, Prezi, etc.) to research a region
- The United States is divided into regions. Each week students will:
  - learn about a new region of the country and memorize their state’s locations and capitals
  - choose a state to research
  - write to the Department of Tourism for their state and research on the Internet (teacher models business letter)
  - use their information in a:
    - report
    - brochure
    - lap book
    - other presentations
  - create a map of the region to go with their presentations
- Students will complete a scavenger hunt in school to discuss their relative location. They will then use Google Maps to find their absolute location – teacher directed activity

### Assessments/Evaluations

- Assess the student presentation using a teacher-created scoring guide
- Scavenger hunt – assessed using a teacher created scoring guide

### Sample Assessment Questions

- Explain how the geography of the West (Oregon Trail) and how those communities developed into modern cities and predict future growth

### Instructional Resources/Tools

- Textbook, pp. 4-7

### Literacy Connections

- *There’s a Map on My Lap*
- *My Place in Space*

### Cross Curricular Connections

- ELA – business letter
| Strand | Elements of Geographical Study and Analysis  
|        | Relationships of Individual and Groups to Institutions and Traditions  
|        | Tools of Social Science Inquiry |
| Big Idea | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
|        | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|        | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

### Concept

- Understanding the concept of place
- Using geography to interpret, explain and plan for the future
- Group membership
- Changing ideas, concepts and traditions
- Understanding fact, opinion, bias and points of view in sources
- Supporting a point of view
- Use technological tools for research and presentation

### Learning Targets

3. Identify
- physical characteristics, such as climate, topography, and relationship to water and ecosystems
- human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic backgrounds and political systems
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
- Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
- Identify how ideas, concepts and traditions have changed over time in the United States
- Distinguish between fact and opinion and recognize bias and points of view
- Identify, research and defend a point of view/position
### Alignments:
Performance: 1.10  
Knowledge: (SS) 5  
NETS: 1b; 2d; 3b,d; 6a,b,d  
DOK: 4

### Instructional Strategies

- You might decide to combine concepts L, M, N, and O into one research project (PowerPoint, Prezi, etc.) to research a region
- Choose a point of view on Westward Expansion in relation to the:
  - gold rush
  - Oregon Territory
  and have student present why they should or shouldn’t move
- Physical characteristics will be addressed during the regions unit/presentation
- Teacher led class discussion:
  - Human characteristics can be discussed throughout the varied units in the social studies book. Highlight the:
    - cultural
    - ethnic
    - education
    - religious
    - language
    - political systems
    that bring new people to our country and have people move around the country
  - Use the concept and idea of:
    - slavery
    - the formation of our democratic government
  to illustrate that:
    - ideas
    - concepts
    - traditions
  change throughout history to suit people’s evolving needs. These ideas can be illustrated on a timeline
### Assessments/Evaluations

- Assess the student presentation using a teacher-created scoring guide

#### Sample Assessment Questions

- State:
  - two facts
  - two opinions
  - bias
  - point of view
  - about the region you researched

### Instructional Resources/Tools

- Textbook
- Classroom website
- eThemes

### Literacy Connections

- *There’s a Map on My Lap*
- *My Place in Space*

### Cross Curricular Connections

- Identify physical characteristics, such as:
  - climate
  - topography
  - relationship to water and ecosystems

This concept is addressed though the water unit in science as well.
| Strand | Elements of Geographical Study and Analysis  
|       | Relationships of Individual and Groups to Institutions and Traditions  
|       | Tools of Social Science Inquiry |
| Big Idea | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
|       | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|       | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents) |

### Concept

- Understanding relationships between and among regions
- Using geography to interpret, explain and plan for the future
- Changing ideas, concepts and traditions
- Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry
- Knowledge to create and use various social studies graphics and maps
- Understanding fact, opinion, bias and points of view in sources
- Supporting a point of view
- Use technological tools for research and presentation

### Learning Targets

4.  
- Identify different kinds of regions in the United States
- Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)
- Identify how ideas, concepts and traditions have changed over time in the United States
- Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
- Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions
- Create maps, graphs, timelines, charts and diagrams to communicate information
- Distinguish between fact and opinion and recognize bias and points of view
- Identify, research and defend a point of view/position
**Instructional Strategies**

- You might decide to combine concepts L, M, N, and O into one research project (PowerPoint, Prezi, etc.) to research a region
- Teacher directed discussion: Students will create a T-chart:
  - showing the thoughts and opinions of the northern and southern states
  - discussing how families and friends were divided in their views
  - having students take a point of view and researching that point of view and how it could be defended
- Create a map of the northern and southern states illustrating their choices. They should also show the states that wanted to be neutral

**Assessments/Evaluations**

- Assess the student presentation using a teacher-created scoring guide

**Sample Assessment Questions**

- The Midwest is an agricultural region. Describe how this affects one of the other regions

**Instructional Resources/Tools**

- Textbook
- Classroom website
- eThemes

**Literacy Connections**

- *There’s a Map on My Lap*
- *My Place in Space*

**Cross Curricular Connections**

- ELA – Fact, opinion, point of view
| Strand                    | Elements of Geographical Study and Analysis  
|                         | Relationships of Individual and Groups to Institutions and Traditions  
|                         | Tools of Social Science Inquiry  
| Big Idea                | Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment  
|                         | Knowledge of Relationships of the Individual and Groups to Institutions and Cultural Traditions  
|                         | Knowledge of the Use of Tools of Social Science Inquiry (Such as Surveys, Statistics, Maps and Documents)  
| **Concept**             | **Learning Targets**  
| N.                      | 5.  
| • Human systems         | • Identify major patterns of population distributions, demographics and migrations in the United States  
| • Using geography to interpret, explain and plan for the future | • Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)  
| • Changing ideas, concepts and traditions | • Identify how ideas, concepts and traditions have changed over time in the United States  
| • Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry | • Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters  
| • Knowledge to create and use various social studies graphics and maps | • Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions  
| • Understanding fact, opinion, bias and points of view in sources | • Create maps, graphs, timelines, charts and diagrams to communicate information  
| • Supporting a point of view | • Distinguish between fact and opinion and recognize bias and points of view  
| • Use technological tools for research and presentation |  

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### Social Studies
5th Grade

<table>
<thead>
<tr>
<th>Alignments:</th>
<th>• Identify, research and defend a point of view/position</th>
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<tbody>
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#### Instructional Strategies

- You might decide to combine concepts L, M, N, and O into one research project (PowerPoint, Prezi, etc.) to research a region
- Teacher led review of prior knowledge of concepts: The class will post a map at the beginning of the year showing how:
  - the explorers claimed lands for their country
  - the Native Americans populated North America
  - the settlers arrived and spread out
  - people moved due to Westward Expansion and so forth
- The map would be a year-long project and would show how people moved around

#### Assessments/Evaluations

- Assess the student presentation using a teacher-created scoring guide
- Map – ongoing throughout the year and assessed using teacher observation

#### Sample Assessment Questions

- Infer why Kansas City and St. Louis have larger populations than Jefferson City

#### Instructional Resources/Tools

- Textbook
- Classroom website
- eThemes
### Literacy Connections

- *If You Traveled West in a Covered Wagon*
- *If You Lived with the Sioux Indians*
- *The Oregon Trail: The Diary of Callie Stokes*
- *The Journal of a New America*
- *Coming to America*

### Cross Curricular Connections

- N/A