Curriculum Map - 5th Grade - Social Studies

First Quarter

1. Enduring Understanding:	Essential Question 1:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.5.1 Classify locations as *absolute* or *relative*	*I will classify a location as absolute location or relative location.				*absolute location *relative location *classify
	G.1.5.3 Distinguish between the major regions of the United States and evaluate their interdependence	*I will compare and contrast the major regions of the United States. *I will evaluate the interdependence of the major regions of the United States.			*Lesson 4 pgs. 26-27	*region *compare and contrast *interdependence *evaluate
	G.1..5.4 Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean	*I will locate the Atlantic Ocean. *I will locate the Caribbean Sea. *I will locate the Great Lakes. *I will locate the Gulf of Mexico. *I will locate the Pacific Ocean.			*Maps pgs. H16-17, H19	*relate
	G.1.5.5 Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population	*I will understand charts used to display climate data. *I will understand graphs used to display climate data. *I will understand charts used to display population data.. *I will understand graphs used to display population data.			*pgs. 8-9 *pgs.12-13 *pgs. 58-59	*understand *charts *graphs *climate *population

2. Enduring Understanding:	Essential Question 2:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.5.6 Distinguish between geography terms that describe or indicate region, place, or location (e.g., tundra, desert, rainforest, mountains)	*I will distinguish between geographic terms used to describe a region. *I will distinguish between geographic terms used to describe a place. *I will distinguish between geographic terms used to describe a location.			*Science textbook	*distinguish *geographic terms *region *tundra *desert *rainforest *mountains
	G.1.5.7 Recognize the various types of maps used by geographers (e.g., *physical, political, historical, special purpose,* and other types of maps)	*I will recognize a physical map. *I will recognize a political map. *I will recognize a historical map. *I will recognize special purpose maps			*Index pgs. R96-R99	*recognize *physical map *political map *historical map

(continued) **2. Enduring Understanding:**	G.1.5.8 Demonstrate an understanding of the following: latitude/longitude, parallels, meridians, degrees, grid system, coordinates, Tropic of Cancer, Tropic of Capricorn, Equator, Prime Meridian	*I will understand how to use latitude and longitude to read a map. *I will understand how to use parallels to read a map. *I will understand how to use meridians to read a map. *I will understand how to use degrees to read a map. *I will understand how to use a grid system to read a map. *I will understand how to use coordinates to read a map. *I will understand how to use the Tropic of Cancer to read a map. *I will understand how to use the Tropic of Capricorn to read a map. *I will understand how to use the Equator to read a map. *I will understand how to use the Prime Meridian			*pgs. H12-H22 *pgs.140-141 *Ch. 4 pg. 133 *pgs. R4-7 *pgs. R8-11	*latitude *longitude *parallels *meridians *degrees *grid system *coordinates *Tropic of Cancer *Tropic of Capricorn *Equator *Prime Meridian
	G.1.5.9 Compare and contrast major landforms characterized as physical features of Earth (e.g., plateaus, rivers, deltas,	*I use physical features to compare and contrast major landforms.			*pgs. H12-H22 *pg. 25 *pg. 28	*plateau *river *delta *sea *ocean *peninsula *mountain

3. Enduring Understanding:	Essential Question 3:					
	Skills (Student Learning Expectations)	Objective(s)	Assessment	Learning Plan		
				Instructional Strategies	Materials/Resources	Essential Vocabulary
	H.6.5.2 Read and interpret timelines using the terms: ca(circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century	*I will use the term ca(circa) to read and interpret timelines. *I will use the term Before Common Era/Common Era (BCE/CE) to read and interpret timelines. *I will use the terms millennia and millennium to read and interpret timelines. *I will use the terms decade and century to read and interpret timelines.			*AR 6 *Arkansas overview	*ca (circa) *Before Common Era/common Era (BCE/CE) *millennia *millennium *decade *century *interpret *timelines
	H.6.5.3 Identify the contributions of significant individuals and explorers during the period of early European exploration of the Americas (e.g. Christopher Columbus, Ferdinand Magellan, Hernando de Soto)	*I will identify the contributions of Christopher Columbus to the exploration of the Americas. *I will identify the contributions of Ferdinand Magellan to the exploration of the Americas. *I will identify the contributions of Hernando de Soto to the exploration of the Americas.			*Chapter 4 Lesson 1	*identify *contributions *exploration *the Americas *Christopher Columbus *Ferdinand Magellan *Herdando de Soto
	H.6.5.4 Identify areas of the New World colonized by Spain, Great Britain, and France	*I will identify areas of the New World colonized by Spain. *I will identify areas of the New World colonized by Great Britain. *I will identify areas of the New World colonized by France.			*Chapter 4 Lesson 4	*identify *New World *colonized *Spain *Great Britain *France
(continued) **3. Enduring Understanding:**	H.6.5.22 Explain the religious, political, and economic reasons for movement of people and goods from Europe to the Americas (Columbian Exchange, Triangular Trade)	*I will explain the religious, political, and economic reasons people and goods moved from Europe to America. *I will explain the Columbian Exchange. *I will explain the Triangular Trade.			*Overview Lesson 3	*Columbian Exchange *Triangular Trade *religious reason *political reasons *economic reasons
	H.6.5.27 Identify and explain major pre-Colombian civilizations in Central and South America (i.e., Maya, Inca, Aztec)	*I will identify and explain the Mayan civilizations. *I will identify and explain the Inca civilizations. *I will identify and explain the Aztec civilizations.			*Unit 4	*identify *explain *pre-Colombian civilization *Central America *South America *Maya *Inca *Aztec

	H.6.5.28 Identify the major pre-Columbia settlements: cliff dwellers, mound builders, peoples of the Southwest, peoples of the Pacific Northwest, Peoples of the Great Plains, Peoples of the Eastern Woodlands	*I will identify the cliff dwellers of pre-Columbia settlements. *I will identify the mound builders of pre-Columbia settlements. *I will identify the Southwest people of pre-Columbia settlements. *I will identify the Pacific Northwest Peoples in pre-Columbia settlements. *I will identify the Peoples of the Great Plains in pre-Columbia settlements. *I will identify the Peoples of the Eastern Woodlands in pre-Columbia settlements.				*pre-Columbia settlements *identify *cliff dwellers *mound builders *peoples of the Southwest *peoples of the Pacific Northwest *peoples of the Great Plains *peoples of the Eastern Woodlands
	H.6.5.5 Describe the role and impact of legislative bodies in the colonial government (e.g., town meetings)	*I will describe the role and impact of the legislative bodies in colonial governments. *I will describe the role and impact of the town meetings in colonial government.			*pgs. 310-215	*describe *role *impact *legislative bodies *town meetings
(continued) **3. Enduring Understanding:**	H.6.5.10 Analyze the benefits and conflicts arising from the interaction between colonial settlers and American Indians (e.g., Roanoke, Jamestown, King Philip's	*I will compare and contrast benefits and conflicts between colonial settlers and American Indians.			*Chapter 5 pgs. 154-162	*compare and contrast *benefits *conflicts
	H.6.511 Evaluate the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchison, John Winthrop, Thomas Hooker, William Penn))	*I will evaluate the contributions of John Smith in colonial America. *I will evaluate the contributions of William Bradford in colonial America. *I will evaluate the contributions of Roger Williams in colonial America. *I will evaluate the contributions of John Winthrop in colonial America. *I will evaluate the contributions of Thomas Hooker in colonial America. *I will evaluate the			*pgs. 163-185	*evaluate *contributions *colonial America *John Smith *William Bradford *Roger Williams *John Winthrop *Thomas Hooker *William Penn

	H.6.5.14 Identify the contributions of significant people leading to the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine	*I will identify the contributions of King George III to the American Revolution. *I will identify the contributions of George Washington to the American Revolution. *I will identify the contributions of Benjamin Franklin to the American Revolution. *I will identify the contributions of Patrick Henry to the American Revolution. *I will identify the contributions of Henry Paine to the American			*pgs. 262-263 (timeline) *pg. 251 *pg. 217 *pgs. 211, 221 *pg. 298 *pg. 270	*identify *contributions *American Revolution *King George III *George Washington *Benjamin Franklin *Thomas Jefferson *Patrick Henry *Thomas Paine
	H.6.5.15 Explain the political viewpoints of *Patriots* and *Loyalists* during the Revolutionary period	*I will explain the political views of the *Patriots* during the Revolutionary period. *I will explain the political views of the *Loyalists* during the Revolutionary period.			*Chapter 9 Lesson 1	*explain *political views *Revolutionary period **Patriots* **Loyalists*
(continued) **3. Enduring Understanding:**	H.6.5.16 Identify the importance of key battles of the Revolutionary War: Lexington and Concord, Bunker Hill, Saratoga, Yorktown	*I will identify the importance of the Battles of Lexington and Concord in the Revolutionary War. *I will identify the importance of the Battle of Bunker Hill in the Revolutionary War. *I will identify the importance of the Battle of Saratoga in the Revolutionary War. *I will identify the Battle of Yorktown in the			*Chapter 8 Lesson 3 *Chapter 9 Lessons 2-3	*identify *importance *Battle of Lexington *Battle of Concord *Battle of Bunker Hill *Battle of Saratoga *Battle of Yorktown *Revolutionary War
	H.6.5.17 Explain the role of the following events in the development of the US: Shay's Rebellion, Constitutional Convention, creation of political parties	*I will explain the role of Shay's Rebellion in the development of the US. *I will explain the role of the Constitutional Convention in the development of the US. *I will explain the role of political party creation in the development of the US.			*Chapter 10 Lessons 1-2 *Chapter 11 Lesson 1	*explain *role *development *Shay's Rebellion *Constitutional Convention *political party creation

	H.6.5.30 Evaluate contributions of women during the Revolutionary period (e.g., Abigail Adams, Molly Pitcher, Martha Washington, and Phyllis Weatley)	*I will evaluate the contributions of Abigail Adams. *I will evaluate the contributions of Molly Pitcher. *I will evaluate the contributions of Martha Washington. *I will evaluate the contributions of Phyllis Weatley.			*Chapter 9 Lesson 2	*evaluate *contributions *Revolutionary period *Abigail Adams *Molly Pitcher *Martha Washington *Phyllis Weatley
4. Enduring Understanding:	**Essential Question 4:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.8.5.4 Examine the need for *natural resources* in determining settlement patterns	*I will examine how the need for natural resources helped determine where people settled.			*pg. 34	*examine *natural resources *determine
5. Enduring Understanding:	**Essential Question 5:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.5.6 Identify ways people have modified the physical environment	*I will identify ways people have changed the physical environment.			*pgs. 34-37	*identify *physical environment

Curriculum Map - 5th Grade - Social Studies

Second Quarter

6. Enduring Understanding:	**Essential Question 6:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.5.2 Identify the system of checks and balances in government	*I will identify the checks and balances system.			*Chapter 1 *AR 17	*checks and balances system
	C.4.5.6 Identify the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	*I will identify the forms of government.			*AR 14 *pg. 15	*forms of government *democracy *monarchy *dictatorship *oligarchy *totalitarian
	C.4.5.9 Discuss the two-party system	*I will discuss the two-party system of government.			*Chapter 11	*two-party system
	C.5.5.1 Identify the founding documents that helped to establish laws for the United States (e.g., Mayflower Compact, Declaration of Independence, United States Constitution)	*I will identify how the Mayflower Compact helped the US establish laws. *I will identify how the Declaration of Independence helped the US establish laws. *I will identify how the United States Constitution helped the US establish laws.			*pg. 170 *pgs. 298-299 *pg. 344	*identify *founding documents *Mayflower Compact *Declaration of Independence *United States Constitution
	C.5.5.2 Identify the purpose of the Declaration of Independence	*I will understand the purpose the Declaration of Independence.			*Chapter 9 Lesson 1	*identify *purpose *Declaration of Independence
(continued) **6. Enduring Understanding**	C.5.5.3 Identify the significance of the following individuals in establishing the government of the United States: John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, John Marshall, James Madison, George Washington	*I will identify how John Adams helped to establish the US government. *I will identify how Benjamin Franklin helped to establish the US government. *I will identify how Alexander Hamilton helped to establish the US government. *I will identify how Thomas Jefferson helped to establish the US government. *I will identify how John Marshall helped to establish the US government. *I will identify how George Washington helped to establish the US government.			*pg. 277 *pg. 221 *pg. 345 *pg. 301 *pg. 405 *pg. 351 *pg. 283	*identify *establish *John Adams *Benjamin Franklin *Alexander Hamilton *Thomas Jefferson *John Marshall *George Washington

	C.5.5.4 Identify the significance of the Articles of Confederation	*I will understand the importance of the Articles of Confederation.			*pgs. 338-339	*Articles of Confederation
	C.5.5.5 Discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States Constitution	*I will discuss how the ineffectiveness of the Articles of Confederation led to the creation of the United States Constitution.			*pg. 340	*Articles of Confederation *ineffectiveness *United States Constitution
	C.5.5.6 Research national symbols and explain their significance using primary and secondary sources (e.g., Pledge of Allegiance, Lady Liberty)	*I will research and explain the importance of national symbols.			*Chapter 1	*primary sources *secondary sources *Pledge of Allegiance *Lady Liberty
	C.5.5.7 Identify significant examples of patriotic music from various periods of United States history	*I will identify examples of patriotic music.			*pgs. 383, 388-389	*patriotic music
(continued) **6. Enduring Understanding**	C.5.5.8 Identify the requirements for becoming a citizen of the United States	*I will identify the requirements of becoming a US citizen.			*pgs. H2-H3	*identify *requirements *citizen
	C.5.5.9 Identify the rights and responsibilities of United States citizenship (e.g., voting, obeying laws, volunteerism)	*I will understand the rights and responsibilities of a U.S. citizen.			*pgs. H2-H3 *pgs. 40-41 *pgs. 504-505 *pgs. 92-93 *pgs. 422-423 *pgs. 184-185 *pgs. A18-19	*rights *responsibilities *citizen *voting *obeying laws *volunteerism
	C.5.5.10 Discuss the importance of the rights of United States citizens set forth in the Bill of Rights	*I will discuss the importance of the rights created by the Bill of Rights.			*pgs. 354 *R 42-43	*discuss *rights *Bill of Rights
	C.5.5.14 Identify the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments	*I will understand the 13th, 14th, and 15th Amendments.			*pgs. 517-520	*provision *13th Amendment *14th Amendment *15th Amendment
	C.5.5.15 Identify various organizations from U.S. history through which citizen's rights were affected (e.g., Women's Suffrage, NAACP, Chinese Immigration Act, Emancipation Proclamation)	*I will identify how Women's Suffrage affected citizen's rights. *I will identify how the NAACP affected citizen's rights. *I will identify how Chinese Immigration Act affected citizen's rights. *I will identify how the Emancipation Proclamation affected citizen's rights.			*pgs. 404, 500, 616	*Women's Suffrage *NAACP *Chinese Immigration Act *Emancipation Proclamation

7. Enduring Understanding:	Essential Question 7:					
	Skills *(Student Learning Expectations)*	Objective(s)	Assessment	Learning Plan		
				Instructional Strategies	Materials/Resources	Essential Vocabulary
	H.6.5.1 Discuss the purpose of political cartoons	*I will discuss the purpose of political cartoons.			*pgs. 284, 494	*purpose *political cartoons
	H.6.5.8 Identify and explain the significance of the following people: Fredrick Douglas, Harriet Tubman, John Brown, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Sojourner Truth, Dorothea Dix	*I will identify and explain the significance of Fredrick Douglas. *I will identify and explain the significance of Harriet Tubman. *I will identify and explain the significance of John Brown. *I will identify and explain the significance of Abraham Lincoln. *I will identify and explain the significance of Ulysses S. Grant. *I will identify and explain the significance of Robert E. Lee. *I will identify and explain the significance of Sojourner Truth. *I will identify and explain the significance of Dorothea			*pgs. 397, 418-419, 422-423 *pgs. 459, 473, 475 *pg. 480 *pgs. 16, 458, 461, 481 *pgs. 459, 509-511, R23 *pgs. 458, 495-497, 507-511 *pgs. 397, 418-419, 421, 519 *pg. 40	*identify *explain *significance *Fredrick Douglas *Harriet Tubman *John Brown *Abraham Lincoln *Ulysses S. Grant *Robert E. Lee *Sojourner Truth *Dorothea Dix
	H.6.5.12 Describe the impact of slavery in the Americas (e.g., indentured servants, American Indians, African Americans)	*I will describe the impact of indentured servants in the Americas. *I will describe the impact of American Indian slavery in the Americas. *I will describe the impact of African American slavery in the Americas			*Chapter 14	*describe *impact *slavery *indentured servants *American Indian slavery *African American slavery
	.6.5.18 Describe the causes of the War of 1812 and analyze the effects it had on the nation	*I will describe the causes of the War of 1812. *I will analyze the effects of the War of 1812 on the US.			*Chapter 11	*describe *causes *War of 1812 *analyze *effects
(continued) **7. Enduring Understanding:**	H.6.5.24 Explain how westward expansion contributed to the growth of the United States (e.g., Wilderness Road, Louisiana Purchase, Gadsden Purchase)	*I will explain how the Wilderness Road contributed to the growth of the US. *I will explain how the Louisiana Purchase contributed to the growth of the US. *I will explain how the Gadsden Purchase the US				*Wilderness Road *Louisiana Purchase *Gadsden Purchase

	H.6.5.31 Investigate the roles of African Americans, American Indians, and women during the Civil War	*I will analyze the role of African Americans during the Civil War. *I will analyze the role of American Indians during the Civil War. women during Civil War			*Chapter 15	*investigate *role *African Americans *Civil War *American Indians

Curriculum Map - 5th Grade - Social Studies

Third Quarter

8. Enduring Understanding:	**Essential Question 8:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.5.1 Recognize factors that influence migration (e.g., employment, natural resources)	*I will recognize the factors that influence migration. *I will understand how employment influences migration. *I will understand how natural resources influence migration			*pgs. 10-13	*recognize *factors *influence *migration
BIG IDEA: Arkansas						
9. Enduring Understanding:	**Essential Question 9:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.5.1 Recognize that the Arkansas and the United States governments are composed of three branches: executive, legislative, judicial	*I will understand that the Arkansas government is made up of three branches. *I will understand that the United States government is made up of three branches.			*AR 14-17	*three branches *executive branch *legislative branch *judicial branch
	C.4.5.3 Identify the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)	*I will identify the roles and responsibilities of the executive branch in Arkansas. *I will identify the roles and responsibilities of the executive branch in the US government			*AR 15	*identify *role *responsibility *executive branch *state: governor *federal: president
	C.4.5.4 Identify and describe the roles of the legislative branch (e.g., general assembly/congress, state congress, federal congress, house and senate)	*I will identify and describe the roles and responsibilities of the legislative branch in Arkansas. *I will identify and describe the roles and responsibilities of the legislative branch in the US government.			*AR 16	*identify *describe *role *responsibility *legislative branch *general assembly *congress *state congress *federal congress *house *senate
(continued) **9. Enduring Understanding:**	C.4.5.5 Identify and describe the roles of the judicial branch (e.g., local, state, and federal)	*I will identify and describe the roles of the judicial branch in local government. *I will identify and describe the roles of the judicial branch in Arkansas. *I will identify and describe the roles of the legislative branch in the US government.			*AR 17	*identify *describe *judicial branch *local government *role *responsibility

	C.4.5.7 Identify elected state and federal government officials (e.g., terms and qualifications)	*I will identify elected state government officials. *I will identify elected federal government officials. *I will identify the terms and qualifications of elected state government officials. *I will identify the terms and qualifications of elected federal government officials.			*AR 14-17	*identify *elected state government officials *elected federal government officials *terms *qualifications
	C.4.5.8 Discuss the succession of leadership at the state level	*I will discuss the succession of leadership at the state level.			*AR 14-15	*succession of leadership
	C.5.5.11 Identify the proper procedure for voting in the United States and in Arkansas (e.g., registration, voting sites, maintaining the right to vote)	*I will understand the proper procedure for voting in Arkansas. *I will understand the proper procedure for voting in the United States.			*AR 18	*proper procedure *registration *voting sites *maintaining the right to vote
	C.5.5.12 Discuss ways citizens participate in government at the state and local level	*I will discuss ways citizens participate in state government. *I will discuss ways citizens government			*AR 18	*citizens *participate *state government *local government

10. Enduring Understanding:	Essential Question 10:					
	Skills *(Student Learning Expectations)*	Objective(s)	Assessment	Learning Plan		
				Instructional Strategies	Materials/Resources	Essential Vocabulary
	E.7.5.5 Identify why federal, state, and local governments have to make choices because of *limited resources*	*I will identify why limited resources cause the federal government to make choices. *I will identify why limited resources cause the state government to make choices. *I will identify why limited resources cause the local government to make choices.			*AR 20-23	*limited resources *choices *federal government *state government *local government
	E.8.5.1 Research the role that economy of Arkansas	*I will research the role of entrepreneurs in the			*AR 28-29	*research *role

11. Enduring Understanding:	Essential Question 11:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.5.2 Identify and describe the region of the United States in which Arkansas is located	*I will identify and describe the region of the United States where Arkansas is located.			*pgs. 26-27	*identify *describe *region
	G.2.5.1 Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in Arkansas and the United States	*I will describe customs, celebrations, and traditions of selected racial groups in Arkansas and the US. *I will describe the customs, celebrations, and traditions of selected ethnic groups in Arkansas and the US. *I will describe the customs, celebrations, and traditions of selected religious groups in Arkansas and the US.			*AR 10-13	*describe *customs *celebrations *traditions *racial groups *ethnic groups *religious groups
	G.2.5.2 Understand the contributions of people of various racial, ethnic, and religious groups in Arkansas and the United States	*I will understand the contributions of people of various racial, ethnic, and religious groups in Arkansas. *I will understand the contributions of people of various racial, ethnic, and religious groups in the United States			*AR 12-13	*contributions *racial groups *ethnic groups *religious groups
	G.3.5.7 modified the environment	*I will discuss ways in which			*AR 30-31	*discuss

12. Enduring Understanding:	Essential Question 12:					
	Skills *(Student Learning Expectations)*	Objective(s)	Assessment	Learning Plan		
				Instructional Strategies	Materials/Resources	Essential Vocabulary
	H.6.5.19 Identify and describe the events and ideas leading to the Civil War (e.g., Missouri Compromise, Dred Scott v. Sanford, Lincoln/Douglas debates)	*I will identify and describe how the Missouri Compromise led to the Civil War. *I will identify and describe how Dred Scott v. Sanford led to the Civil War. *I will identify and describe how the Lincoln/Douglas debates led to the Civil War.			*Chapter 14	*identify *describe *Missouri Compromise *Civil War *Dred Scott v. Sanford *Lincoln/Douglas debates
	H.6.5.21 Identify and locate significant Civil War sites of the Union and Confederacy: Washington, Arkansas, Pea Ridge, Prairie Grove, Bull Run/Manassas, Antietam/Sharpsburg, Gettysburg	*I will identify and locate significant Civil War sites of the Union and Confederacy on an Arkansas and/or U.S map.			*AR 8-9 *Chapter 15	*identify *locate *Civil War sites *Union *Confederacy *Washington *Arkansas: Pea Ridge *Arkansas: Prairie Grove *Bull Run *Manassas *Antietam *Sharpsburg *Gettysburg
	H.6.5.25 Trace the Lewis and Clark expedition and discuss its impact on the new nation	*I will trace the Lewis and Clark expedition. *I will discuss the impact of the Lewis and Clark expedition on the new nation.			*Chapter 11	*Lewis and Clark *expedition *impact
	H.6.5.26 Describe the causes and effects of the Indian Removal Act of 1830 (e.g., Trail of Tears)	*I will describe the causes and effects of the Indian Removal Act of 1830.			*Chapter 12	*describe *causes and effects *Indian Removal Act of 1830 *Trail of Tears
(continued) 12. Endruing Understanding:	H.6.5.29 Locate and describe the three main American Indian cultures in Arkansas during the exploration period: Quapaw Indians, Caddo Indians, Osage Indians	*I will locate and describe the culture of the Quapaw Indians in Arkansas during the exploration period. *I will locate and describe the culture of the Caddo Indians in Arkansas during the exploration period. *I will locate and describe the culture of the Osage Indians in Arkansas during the exploration period.			*AR 4-5	*locate *describe *American Indian cultures *Quapaw Indians *Caddo Indians *Osage Indians *exploration period

	H.6.5.21 Identify the role of the following Arkansans in the Civil War: Isaac Murphy, David O. Dodd, Albert Pike, Earl Van Dorn, Thomas Hindman, James Blunt, Harris Flanagan	*I will identify the role of Isaac Murphy in the Civil War. *I will identify the role of David O. Dodd in the Civil War. *I will identify the role of Albert Pike in the Civil War. *I will identify the role of Earl Van Dorn in the Civil War. *I will identify the role of Thomas Hindman in the Civil War. *I will identify the role of James Blunt in the Civil War. *I will identify the role of Harris Flanagan in the Civil War.			*AR 8-9	*Isaac Murphy *David O. Dodd *Albert Pike *Earl Van Dorn *Thomas Hindman *James Blunt *Harris Flanagan
	H.6.5.33 Identify Arkansas Post as the first European settlement in Arkansas and explain its geographic significance	*I will identify Arkansas Post as the first European settlement in Arkansas. *I will explain the geographic significance of Arkansas Post			*Chapter 6 *AR 7	*Arkansas Post *geographic significance
(continued) **12. Endruing Understanding:**	H.6.5.34 Locate and describe the differences between the three regions into which the English settled: • New England • Mid-Atlantic • South English	*I will locate the New England, Mid-Atlantic, and South English regions settled by the English. *I will describe the differences in the New England, Mid-Atlantic, and South English regions.			*Chapter 6	*locate *New England region *Mid-Atlantic region *South English region *English
	H.6.5.6 Identify important people and events during Arkansas' Territorial period (e.g., Robert Crittenden, James Miller, relocation of government)	*I will identify Robert Crittenden as an important person during Arkansas' Territorial period. *I will identify James Miller as an important person during Arkansas' Territorial period. *I will identify the relocation of government as an important event during Arkansas' Territorial period.			*AR 6-7	*Robert Crittenden *Territorial Period *James Miller *relocation of government
	H.6.5.9	*I will describe the impact			*Chapter 4	*describe *American Indian tribes

Curriculum Map - 5th Grade - Social Studies

Fourth Quarter

13. Enduring Understanding:	**Essential Question 13:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.2.5.3 Recognize examples of *cultural diffusion, cultural exchange* , and *assimilation*	*I will recognize examples of cultural diffusion. *I will recognize examples of cultural exchange. *I will recognize examples of cultural assimilation			*pg. 21 *AR 10-11	*cultural diffusion *cultural exchange *cultural assimilation
	G.3.5.2 Define *push-pull factors*	*I will define push-pull factors.			*AR 28	*push-pull factors
	G.3.5.3 Identify various forms of technology and methods of transferring ideas and information	*I will identify various forms of technology. *I will identify methods of transferring ideas and information			*pg. 20 *AR 3	*forms of technology *methods of transferring ideas and information
	G.3.5.4 Recognize the concepts of *interstate, intrastate* , *infrastructure* , and *globalization*	*I will recognize the concepts of interstate, intrastate, infrastructure and globalization.			*AR 3 *pg. 30	*interstate *intrastate *infrastructure *globalization
	G.3.5.5 Identify renewable and	*I will identify renewable and nonrenewable			*pgs. 34-35	*renewable resources *nonrenewable resources *timber

BIG IDEA: Economics						
14. Enduring Understanding:	**Essential Question 14:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.7.5.1 Identify the basic economic wants and needs of all people	*I will identify basic economic wants and needs.			*pg. 19	*basic economic wants *basic economic needs
	E.7.5.2 Recognize that choices have both present and future consequences	*I will recognize that choices have present and future consequences.			*AR 25	*present consequences *future consequences
	E.7.5.3 Identify the causes of *scarcity* and why *scarcity* of resources makes it necessary to make choices	*I will identify the causes of scarcity. *I will understand that scarcity of resources causes choices to be made.			*pg. 22	*causes of scarcity *scarcity
	E.7.5.4 Discuss the meaning of *opportunity costs*	*I will discuss the meaning of opportunity costs.			*pg. 19	*opportunity costs
	E.7.5.6 Examine the economic decisions that every society must make: what is to be produced and in what quantities, how will it be produced, who will receive what is produced	*I will examine the economic decisions society must make - what is to be produced -what quantity is to be produced -how will it be produced -who will receive what is produced			*AR 28-29	*analyze *economic decisions *produced *quantity
	E.7.5.7 Identify examples of *traditional, market,* and *command economies*	*I will identify examples of traditional economies. *I will identify examples of market economics. *I will identify examples of command economies			*AR 20-21	*identify *examples *traditional economies *market economies *command economies
	E.7.5.8 Discuss the meaning of *trade-offs*	*I will discuss the meaning of trade-offs.			*AR 21	*discuss *trade-offs
	E.8.5.2 Discuss the impact additional capital goods (e.g., tools and machines) have on *productivity*	*I will discuss the impact more capital goods has on productivity.			*pg. 20	*discuss *impact *capital goods *tools *machines *productivity
(continued) **14. Enduring Understanding:**	E.8.5.3 Identify the four basic categories of earned income that are received from the four *factors of production* : wages and salaries, rent, interest, profit	*I will identify the four basic categories of earned income.			*AR 28 *AR 29 *AR 25 *pg. 19	*earned income *four factors of production *wages *salaries *rent *interest *profit

	E.9.5.1 Describe the characteristics of money: portability, divisibility, durability, uniformity	*I will describe the characteristics of money: - portability - divisibility - durability - uniformity			*AR 24-25	*characteristic *portability *divisibility *durability *uniformity
	E.9.5.2 Examine the reasons for using a financial institution for saving money: interest (rate of return), safety	I will examine the reasons for using a financial institution for saving money.			*AR 25	*examine *financial institution *interest *rate of return *safety
	E.9.5.3 Identify methods people use to save and spend money	*I will identify methods people use to save money. *I will identify methods people use to spend money			*AR 25	*methods
	E.9.5.4 Discuss the purpose of selling stocks to capitalized companies (e.g., joint-stock company)	*I will discuss the reasons to sell stock to capitalized companies.			*AR 25	*discuss *purpose *sticks *capitalized companies *joint-stock company
	E.9.5.5 Identify the meaning of economic *inflation*	*I will identify the meaning of economic inflation.			*AR 23	*economic inflation
	E.9.5.6 Identify *Gross Domestic Product (GDP)*	*I will identify Gross Domestic Product (GDP).			*AR 22	*Gross Domestic Product (GDP)
	E.9.5.7 Identify the role of the *Federal Reserve* in the economy	*I will identify the role of the Federal Reserve in the economy.			*AR 24-25	*Federal Reserve
	E.9.5.8 Identify the costs/benefits associated with the development of global trade	*I will identify costs associated with global trade. *I will identify benefits associated with global trade			*Chapter 6 Lesson 1	*costs *global trade *benefits
(continued) **14. Enduring Understanding:**	E.9.5.9 Identify various types of currency in the global economy	*I will identify different types of currency in the global economy.			*AR 22-25	*currency *global economy
	E.9.5.10 Identify how changes in *supply and demand* affect prices	*I will identify how changes in supply and demand affect prices.			*AR 22	*supply and demand
	E.9.5.11 Identify methods used to reduce or eliminate competition (e.g.,	*I will identify methods used to reduce or eliminate competition.			*AR 21 *AR 26	*reduce *eliminate *competition *trademarks *government licenses

	E.9.5.12 Identify the various marketing techniques: advertising, mail order catalog, increasing demand for goods and services	*I will identify marketing techniques.			*AR 27	*marketing techniques *advertising *mail order catalog *increasing demand for goods and services