

TRIMESTER 1 – UNIT 1		Unit Description:	
5.1 EARLY PEOPLES OF THE AMERICAS 5.2 COMPLEX SOCIETIES AND CIVILIZATIONS (6 Weeks)		5.1 - The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO) 5.2 - Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How were the lives of native peoples influenced by where they lived? 	5.1. a: Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America. 5.1. b: Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life. 5.1.c: Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society.	<ul style="list-style-type: none"> Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence. (5.1.a) Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting there are many different culture groups in many different types of physical, climate, and vegetative regions. (5.1.c) Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and 	<ul style="list-style-type: none"> Chapter Pre-Test (T4) Ongoing Lesson Assessments <i>Stop and Check, Check for Success, & Report Your Findings</i> (T4) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T5) <p>Seal of Civic Readiness Pillar: Civic Knowledge</p>

	<p>5.2a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</p> <p>5.2b Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</p> <p>5.2c Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.</p>	<p>compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance. (5.1.c)</p> <ul style="list-style-type: none"> ➤ Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred. (5.2.a) ➤ Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences. (5.2.a) Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each. (5.2.b) Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people. (5.2.c) 	
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Resources: National Grade 5: U.S. History Making A New Nation Chapter 1: The Land and Native Peoples of North America <ul style="list-style-type: none">Lessons 1-5 (T16-T109) Student Inquiry Journal	Nearpod Lessons North America Before 1492 MESOAMERICA BrainPOP: Mesoamerica Aztec Civilization Inca Civilization Maya Civilization
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TRIMESTER 1 – UNIT 2 5.3 EUROPEAN EXPLORATION 5.3 AND ITS EFFECTS (3 weeks)	Unit Description: - Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What happened when diverse cultures crossed paths? 	<p>5.3. a: Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</p> <p>5.3. b: Europeans encountered and interacted with Native Americans in a variety of ways.</p> <p>5.3.c: The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people.</p> <p>5.3. d: Africans were captured, brought to the Americas, and sold as slaves. Their transport across the Atlantic was known as the Middle Passage.</p>	<ul style="list-style-type: none"> ➤ Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa. (5.3.a) ➤ Students will map the key areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish comparing the location, relative size, and key resources of these regions. (5.3.a) ➤ Students will examine the how Native Americans viewed the newcomers. (5.3.b) ➤ Students will examine the European interactions with Native Americans using these examples: * Conquests by Cortez and Pizarro and the resulting 	<ul style="list-style-type: none"> Chapter Pre-Test (T112) Ongoing Lesson Assessments <i>Stop and Check, Check for Success, & Report Your Findings</i> (T112) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project (T113) <p>Seal of Civic Readiness Pillar: Civic Knowledge</p>

		<p>demographic change * French in Canada and the fur trade (5.3.b)</p> <ul style="list-style-type: none"> ➤ Students will map the movement of people, plants, animals, and disease between Europe, the Americas, and Africa (5.3.c) ➤ Students will examine the effect of diseases introduced to the Western Hemisphere. (5.3.c) ➤ Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand. (5.3.d) ➤ Students will examine the conditions experienced by enslaved Africans during the Middle Passage (5.3.d) 	
<p>Resources:</p> <p>National Grade 5: U.S. History Making A New Nation</p> <p>Chapter 2: The Age of Exploration</p> <ul style="list-style-type: none"> ▪ Lessons 1-3 (T114-T185) <p>Student Inquiry Journal</p>		<p>Nearpod Lesson</p> <p>Columbian Exchange</p> <p>BrainPOP</p> <p>Columbian Exchange</p> <p>Conquistadors</p> <p>Slavery</p>	

TRIMESTER 1 – UNIT 2 (continued) 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE	Unit Description: 5.4 - The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS Physical maps reflect the varied climate zones,	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How does where we live impact us? 	5.4a landforms, bodies of water, and natural resources of the Western Hemisphere. 5.4b The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: North America (Canada and the United States), Mesoamerica (Mexico and Central America), Caribbean, South America 5.4c The physical environment influences human population distribution, land use, and other forms of economic activity.	<ul style="list-style-type: none"> ➤ Students will map the regions within the Western Hemisphere and locate major physical features within each region. (5.4.c) ➤ Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states. (5.4.c) ➤ Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity. (5.4.c) 	<ul style="list-style-type: none"> Map Skills Student Research Companion pages 56-65 <p>Seal of Civic Readiness Pillar: Civic Knowledge</p>

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Resources:

National Grade 5: U.S. History Making A New Nation

Chapter 1: The Impact Today

▪ (T100-T109)

Explore Geography (Teacher's Edition – FM48-49)

Student Inquiry Journal

****Geography is embedded throughout all chapters and lessons.*

Nearpod Lessons

[Map Skills: Reviewing the Basics](#)

[Map Skills](#)

[BrainPOP](#)

Geography Themes

Continents of the world

Latitude & Longitude

Map Skills

TRIMESTER 1 – UNIT 3 5.5 COMPARATIVE CULTURES (5 Weeks)	Unit Description: 5.5- The countries of the Western Hemisphere are diverse, and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What is the impact of people settling in a new place? 	<p>5.5a The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.</p> <p>5.5b Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.</p>	<ul style="list-style-type: none"> Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country. (5.5.a) Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America. (5.5.a) Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade. (5.5.b) 	<ul style="list-style-type: none"> Chapter Pre-Test (T188) Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i>(T188) Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project <p>Seal of Civic Readiness Pillar: Civic Knowledge Civic Mindset Civic Skills and Actions</p>
Resources: National Grade 5: U.S. History Making A New Nation Chapter 3: A Changing Continent - Lessons 1-5 (T186-T301) Student Inquiry Journal		Nearpod Lessons Take a Trip to Brazil Take a Trip to Mexico Take a Trip to Canada	

TRIMESTER 2 – UNIT 45.6 GOVERNMENT
(13 Weeks)

Unit Description:

5.6 – The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> Why would a nation want to become independent? What does the revolutionary era tell us about our nation today? How does the Constitution help us understand what it means to be an American? 	<p>5.6a: Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p> <p>5.6b: Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p> <p>5.6c: Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <p>5.6d: Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation between nations, protect human rights, support economic development, and provide</p>	<ul style="list-style-type: none"> Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts. (5.6a) Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles. (5.6a) Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America. (5.6a) Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy. (5.6b) Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, 	<p>Chapters 4-6 (Assessment Section for each Chapter)</p> <ul style="list-style-type: none"> Chapter Pre-Test Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> Lesson Tests (Digital) Chapter Test (Digital) Inquiry Project <p>Seal of Civic Readiness Pillar:</p> <p>Civic Knowledge</p> <p>Civic Mindset</p> <p>Civic Skills and Actions</p>

	assistance in challenging situations.	<p>ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty. (5.6c)</p> <p>➤ Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding. (5.6d)</p>	
<p>Resources:</p> <p>National Grade 5: U.S. History Making A New Nation</p> <p>Chapter 4: The Road to War Lessons 1-3</p> <p>Chapter 5: The American Revolution Lessons 1-5</p> <p>Chapter 6: Forming a New Government Lessons 1-3</p> <p>Student Inquiry Journal</p>		<p>Nearpod</p> <p>Early American Government Three Branches of Government</p> <p>BrainPOP:</p> <p>American Revolution</p> <p>Articles of Confederation</p> <p>Bill of Rights</p> <p>Branches of Government</p> <p>Building of 13 colonies</p> <p>Causes of American Revolution</p> <p>Declaration of Independence</p>	

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<p>TRIMESTER 3 – UNIT 5</p> <p>5.6 Government</p> <p>(6 Weeks)</p>	<p>Unit Description:</p> <p>5.6 - The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 3; Themes: GOV, CIV)</p>
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What tensions about slavery caused the Civil War? What was it like to live during the Civil War? How did key moments lead to the end of the Civil War? What challenges did the United States face after the Civil War? How have young people in modern times fought for a better life? 	<p>5.6a Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</p> <p>5.6b: Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</p> <p>5.6c: Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty.</p> <p>5.6d: Multinational organizations and nongovernmental organizations in the Western Hemisphere seek to encourage cooperation</p>	<ul style="list-style-type: none"> Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts. (5.6a) Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles. (5.6a) Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America. (5.6a) Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy. (5.6b) Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty. (5.6c) 	<p>Chapter 8</p> <ul style="list-style-type: none"> Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings (Lessons 1, 3, 4 & 5)</i> Lesson 1, 3, 4, & 5 Tests (Digital) Inquiry Project (Optional) <p>Seal of Civic Readiness</p> <p>Pillar:</p> <ul style="list-style-type: none"> Civic Knowledge Civic Mindset Civic Skills and Actions Civic Experience

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	between nations, protect human rights, support economic development, and provide assistance in challenging situations.	➤ Students will examine multinational organizations and nongovernmental organizations and their roles in promoting cooperation, peace, and cultural understanding. (5.6d)	
<p>Resources:</p> <p>National Grade 5: U.S. History Making A New Nation Chapter 8: The Civil War and Reconstruction (only the following lessons)</p> <ul style="list-style-type: none"> ▪ Lesson 1 – What Tensions About Slavery Caused the Civil War? ▪ Lesson 3 – What Was It Like to Live During the Civil War? ▪ Lesson 4 – How Did Key Moments Lead to the End of the Civil War? ▪ Lesson 5 – What Challenges Did the United States Face After the Civil War? <p>The IMPACT Today – How Have Young People in Modern Times Fought for a Better Life?</p>		<p>Student Inquiry Journal</p> <p>BrainPOP</p> <p>Civil War</p> <p>Civil War Causes</p> <p>Jim Crow</p> <p>Civil Rights</p> <p>Slavery</p>	

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TRIMESTER 3 – UNIT 6 5.7 Economics (5 Weeks)	Unit Description: 5.7 – The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How did advancements in technology and transportation shape the nation? What conflicts and compromises shaped the North and South? How do economics and finances affect people's decisions? Why do products and ideas move from place to place? 	<p>5.7a: Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems, including traditional, market, and command, address the three economic questions: what will be produced, how it will be produced, and who will get what is produced?</p> <p>5.7b: Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <p>5.7c: Countries trade with other countries to meet economic needs and wants. They are interdependent.</p>	<ul style="list-style-type: none"> ➤ Students will explore the characteristics of a traditional economy used by the Inuit, the market economy of the United States or Canada, and the command economy of Cuba, noting similarities and differences. (5.7a) ➤ Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources. (5.7b) ➤ Students will examine why certain products are manufactured places, considering the weight, transportation availability, and costs and markets (e.g., soda pop). (5.7b) ➤ Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy. (5.7c) 	<ul style="list-style-type: none"> Ongoing Lesson Assessment <i>Stop and Check, Check for Success, & Report Your Findings</i> (Lessons 2 & 5) Lesson 2 & 5 Tests (Digital)

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		<p>Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy. (5.7c)</p>	
<p>Resources:</p> <p>National Grade 5: U.S. History Making A New Nation Chapter 2 The Impact Today – Why Do Products and Ideas Move from Place to Place? (Student Research Companion pages 106-109) Chapter 7 (only the following lessons)</p> <ul style="list-style-type: none"> Lesson 2 -How Did Advancements in Technology and Transportation Shape the Nation? Lesson 5 -What Conflicts and Compromises Shaped the North and South? 		<p>Chapter 7 The IMPACT Today - How Do Economics and Finances Affect People's Decisions</p> <p>Student Inquiry Journal</p> <p>Nearpod</p> <p>Supply and Demand</p> <p>BrainPOP</p> <p>Supply and Demand</p> <p>Recession</p> <p>Taxes</p>	