

## Oxford Area School District Social Studies Scope and Sequence - Quarter 1:

### Grade 5

#### *7.1 Basic Geographic Literacy*

- Reading a map
- Latitude/longitude
- Meridians/parallels
- Reading a timeline

#### *7.2 Physical Characteristics of Places and People*

- Landforms
- Regions of North America
- Natural Resources of regions North America

#### *6.1. Scarcity and Choice 7.3 Human Characteristics of Places /Regions, 7.4 Interactions between People and Environment*

- Hunters Cross the Land Bridge
- Native Peoples of the Americas
- Geography of Native Tribes
- Natural Resources of Native tribes

#### *6.5. Income, Profit, and Wealth 6.2. Markets and Economic Systems 8.1 Historical Analysis/ Skills development, 8.4 World History*

- Trade Among Continents
- Early European Exploration
- Marco Polo
- Traveling the Silk Road

## Oxford Area School District Social Studies\_Scope and Sequence - Quarter 2:

### Grade 5

*7.4 Interactions  
between People and  
Environment,  
8.4 World History*

- Early Portuguese navigation
- Water routes from Europe to Asia
- Results of Dias' voyage
- Results of DaGama's voyage

*8.1 Historical  
Analysis and Skills  
Development,  
8.4 World History*

- Search for a New Route to Asia
- Voyages of Columbus
- Spain claims the West Indies
- Native Peoples and the Spanish

*5.2 Rights and  
Responsibilities of  
Citizens ,  
8.3 United States  
History ,  
8.4 World History*

- Spain settles the Americas
- Conquistadors
- Mexico City
- St. Augustine
- Effects of Spanish Colonization in the New World

*5.2 Rights and  
Responsibilities of  
Citizens,  
8.4 World History*

- Search for the Northwest Passage
- French Settlement of North America
- Fish and Fur Trade
- Native Peoples and the French

## Oxford Area School District Social Studies Scope and Sequence - Quarter 3:

### Grade 5

*5.1 Principals of Gov.  
8.3 United States History*

- England claims land in North America
- Struggles of Jamestown
- Successes of Jamestown
- Native Peoples and the English

*6.3. Functions of Government  
5.3 How Government Works  
8.3 United States History*

- Freedom of Worship
- Pilgrims/Plymouth
- Puritans/Massachusetts Bay Colony
- Dissenters of Bible Communities

*6.1. Scarcity and Choice  
8.2 Pennsylvania History  
8.3 United States History*

- 13 Original Colonies
- Northern Colonies/geography
- Middle Colonies/ geography
- Southern Colonies/ geography

*6.2. Markets and Economic Systems  
6.4. Economic Interdependence  
8.2 Pennsylvania History  
8.3 United States*

- Northern Colonies/People of Bible Communities
- Middle Colonies/ People of Artisan Communities
- Southern Colonies/ People of Farming Communities

## Oxford Area School District Social Studies Scope and Sequence - Quarter 4:

### Grade 5

*8.2 World History  
8.3 United States  
History*

- French and Indian War
- England wins the Ohio River Valley
- Proclamation Line of 1763

*5.2 Right and  
Responsibilities of  
Citizenship  
5.3 How Gov. Works  
6.2. Markets and  
Economic  
Systems*

- Sugar/Stamp tax
- Colonists Boycott
- Townshend Acts
- Boston Massacre
- Committees of Correspondence
- Sons/ Daughters of Liberty

*5.1 Principles and  
Documents of Gov. ,  
How Gov. Works,  
8.3 United States  
History*

- 1<sup>st</sup> Continental Congress
- Boston Tea Party
- The Intolerable Acts
- Battle of Lexington and Concord
- 2<sup>nd</sup> Continental Congress
- Declaration of Independence

Social Studies Curriculum – Grade 5			
<b>Big Idea –</b> <b>There are many basic elements of our land and people.</b>			
<b>Essential Question-</b> <b>Where are we in time and place?</b> How does where we live affect who we are? How did topography climate, resources and regions of US influence the growth of the native peoples?			
Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>• Reading a map</li> <li>• Continents and Oceans</li> <li>• Using Latitude/longitude (parallels/meridians)</li> <li>• Reading a time line</li> <li>• Chronological order of events</li> <li>• Asian hunters walk to the Americas Natural</li> <li>• Regional tribes of North America</li> <li>• Natural Resource, climates and land forms and their effects on Native tribes</li> </ul>	<ul style="list-style-type: none"> <li>• 7.1.5.A. Describe how common <b>geographic tools</b> are used to organize and interpret information about people, and <b>places</b>,</li> <li>• 7.1.5.B. Describe and locate <b>places</b> and <b>regions</b> as defined by physical and <b>human features</b>.</li> <li>• 7.2.5.A. Describe the characteristics of <b>places</b> and <b>regions</b>.</li> <li>• 7.2.5.B. Identify the basic physical processes that affect the physical characteristics of <b>places</b> and <b>regions</b>.</li> <li>• 7.3.5.A. Identify the human characteristics of <b>places</b> and <b>regions</b> using the following criteria:  <input type="checkbox"/> Population  <input type="checkbox"/> Culture  <input type="checkbox"/> Settlement  <input type="checkbox"/> Economic activities</li> <li>• 6.5.5.A. Describe how the availability of goods and services is made possible by the work of members of the society.</li> </ul>	myWorld Interactive Grade 5 Text; Pearson Education	myWorld Interactive Grade 5; Pearson Education unit assessments
<b>Vocabulary</b>			

**Prime meridian, meridians, parallels, equator, hemisphere, quadrant, degrees, natural resources, surplus, irrigation, agriculture, Great Central Plains, Desert Southwest, Eastern Woodlands, Northwestern Woodlands**

**Big Idea –  
Early Exploration spread new Ideas.**

**Essential Question-  
How did the risks of early explorers lead to new discoveries?**

Why did Europeans begin traveling to Asia?

Why did European countries explore the Americas?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>Early European Exploration of Asia (1200—1500)</li> <li>Marco Polo travels to China</li> <li>Trade between Europe and Asia</li> <li>Age of Portuguese Navigation</li> <li>Columbus voyages to the Americas</li> <li>Spain settles the West Indies</li> <li>Spanish colonization spreads across the Americas</li> <li>New Spain: Effects of Spanish colonization of the Americas</li> </ul>	<ul style="list-style-type: none"> <li>8.1.5.A. Identify and explain the influences of <b>economic</b> features on continuity and change over time.</li> <li>8.1.5.B. Classify and analyze fact and <b>opinion</b> from multiple points of view, and <b>secondary sources</b> as related to historical events.</li> <li>8.3.5.A. Compare and contrast common characteristics of the <b>social, political, cultural</b> and <b>economic</b> groups in United States history.</li> <li>8.3.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts,</b> and places critical to United States history.</li> <li>8.3.5.D. Examine patterns of <b>conflict</b> and cooperation among groups and organizations that impacted the history and development of the United States.</li> </ul>	myWorld Interactive Grade 5 Text; Pearson Education	myWorld Interactive Grade 5; Pearson Education unit assessments

	<input type="checkbox"/> <b>Ethnicity</b> and race <input type="checkbox"/> Working conditions <input type="checkbox"/> Immigration <input type="checkbox"/> Military <b>conflict</b> <input type="checkbox"/> <b>Economic</b> stability <ul style="list-style-type: none"> <li>8.4.5.A.</li> </ul> Compare and contrast common characteristics of the <b>social, political</b> , cultural, and <b>economic</b> groups in world history. <ul style="list-style-type: none"> <li>6.4.5.D.</li> </ul> Identify various economic and noneconomic organizations that contribute to interaction among individuals and nations. <ul style="list-style-type: none"> <li>6.4.5.B.</li> </ul> Explain the growth in international <b>trade</b> .		
<b>Vocabulary</b> <b>Astrolabe, barter, merchant, expedition, settlement, colony, monarch , mission, conquistador, navigation, circumnavigation, Cape of Good Hope, Strait of Magellan</b>			

<b>Big Idea –</b> <b>European Explorers claimed land in the Americas.</b>			
<b>Essential Question-</b> <b>Why were countries racing for control of the Americas?</b> Which countries were colonizing the New World? How did the new settlers change the land and people? Why were some settlements successful and others unsuccessful? How were the English colonies similar and different?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>

<ul style="list-style-type: none"> <li>• Exploration and Settlements of French, Dutch , and English (1500-1700)</li> <li>• Quebec</li> <li>• New France and the Fish/Fur trade</li> <li>• New Netherland</li> <li>• England settles Roanoke</li> <li>• England struggles to find success in Jamestown</li> <li>• Pilgrims/Plymouth</li> <li>• Puritans/Boston</li> <li>• Southern English Colonies: purpose, people, geography, economy</li> <li>• Middle English Colonies: purpose, people, geography, economy</li> <li>• Northern English Colonies: purpose, people, geography, economy</li> <li>• Importance of Appalachian Mts. as a natural border to the colonies</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.5.B. Classify and analyze fact and <b>opinion</b> from multiple points of view, and <b>secondary sources</b> as related to historical events. <ul style="list-style-type: none"> <li>• 8.1.5.C. Locate <b>primary and secondary sources</b> for the research topic and summarize in writing the findings. (Reference RWSL Standard 1.8.5Research)</li> <li>• 8.2.5.A. Compare and contrast common characteristics of the <b>social, political, cultural, and economic</b> groups from Pennsylvania.</li> <li>• 8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate. <ul style="list-style-type: none"> <li><input type="checkbox"/> Belief systems and religions</li> <li><input type="checkbox"/> Commerce and industry</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> Politics and government</li> <li><input type="checkbox"/> Physical and <b>human geography</b></li> <li><input type="checkbox"/> <b>Social</b> Organizations</li> </ul> </li> <li>• 8.2.5.D. Examine patterns of <b>conflict</b> and cooperation among groups and organizations that</li> </ul> </li> </ul>	<p>myWorld Interactive Grade 5 Text; Pearson Education</p>	<p>myWorld Interactive Grade 5; Pearson Education unit assessments</p>
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	<p>impacted the history and development of Pennsylvania for responding to individual and community needs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ethnicity</b> and race</li> <li><input type="checkbox"/> Working conditions</li> <li><input type="checkbox"/> Immigration</li> <li><input type="checkbox"/> Military <b>conflict</b></li> <li><input type="checkbox"/> <b>Economic</b> stability                             <ul style="list-style-type: none"> <li>• 8.3.5.A.</li> </ul> </li> </ul> <p>Compare and contrast common characteristics of the <b>social, political</b>, cultural and <b>economic</b> groups in United States history.</p> <ul style="list-style-type: none"> <li>• 8.4.5.A.</li> </ul> <p>Compare and contrast common characteristics of the <b>social, political</b>, cultural, and <b>economic</b></p> <ul style="list-style-type: none"> <li>• 8.3.5.B.</li> </ul> <p>Illustrate concepts and knowledge of historical <b>documents, artifacts</b>, and places critical to United States history. groups in world history.</p> <ul style="list-style-type: none"> <li>• 8.3.5.C.</li> </ul> <p>Differentiate how continuity and change in U.S. history are formed and operate.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Belief systems</b> and religions</li> <li><input type="checkbox"/> Commerce and industry</li> <li><input type="checkbox"/> Technology</li> <li><input type="checkbox"/> <b>Politics</b> and government</li> <li><input type="checkbox"/> Physical and <b>human geography</b></li> <li><input type="checkbox"/> <b>Social</b> organizations                             <ul style="list-style-type: none"> <li>• 8.4.5.A.</li> </ul> </li> </ul> <p>Compare and contrast common characteristics of the <b>social, political</b>, cultural, and <b>economic</b> groups in world history.</p>		
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	<ul style="list-style-type: none"> <li>• 6.5.5.F. Define <b>entrepreneurship</b> and its role in the local community.</li> <li>• 6.4.5.A. Explain why people <b>specialize</b> in the <b>production of goods</b> and <b>services</b> and divide labor.</li> <li>• 6.1.5.B. Explain ways in which people meet their basic needs and wants.</li> </ul>		
<b>Vocabulary:</b> economy, cash crop, religious freedom, tolerance, armada, claim, invasion, charter, pilgrim, dissenter, banish, export, import, treaty, apprentice, debtor, plantation, Middle Passage			
<b>Big Idea –</b> <b>England Faces Conflicts in North America.</b>			
<b>Essential Question-</b> <b>What were the causes of the American Revolution?</b> What caused the French and Indian War? Why did the colonists protest against the King?			
<b>Concepts</b>	<b>PA Core/Competencies</b>	<b>Resources</b>	<b>Assessments</b>

<ul style="list-style-type: none"> <li>• England and France fight in the Ohio River Valley</li> <li>• Proclamation Line of 1763</li> <li>• Stamp/Sugar Tax</li> <li>• Townshend Acts</li> <li>• Boycott/protest of taxes</li> <li>• Boston Massacre</li> <li>• Tea tax</li> <li>• Boston Tea Party</li> <li>• Intolerable Acts</li> <li>• Sons and Daughters of Liberty</li> <li>• Committee of Correspondence</li> <li>• Midnight Ride of Paul Revere</li> <li>• Battle of Lexington and /Concord</li> <li>• First Continental Congress</li> <li>• Declaration of Independence</li> </ul>	<ul style="list-style-type: none"> <li>• 8.1.5.B. Classify and analyze fact and <b>opinion</b> from multiple points of view, and <b>secondary sources</b> as related to historical events. <ul style="list-style-type: none"> <li>• 8.1.5.C. Locate <b>primary and secondary sources</b> for the research topic and summarize in writing the findings. <ul style="list-style-type: none"> <li>• 8.2.5.A. Compare and contrast common characteristics of the <b>social, political,</b> cultural, and <b>economic</b> groups. <ul style="list-style-type: none"> <li>• 8.3.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts,</b> and places critical to United States history. <ul style="list-style-type: none"> <li>• 7.3.5.A. Identify the human characteristics of <b>places and regions</b> using the following criteria: <ul style="list-style-type: none"> <li><input type="checkbox"/> Population</li> <li><input type="checkbox"/> Culture</li> <li><input type="checkbox"/> Settlement</li> <li><input type="checkbox"/> Economic activities</li> <li><input type="checkbox"/> Political activities <ul style="list-style-type: none"> <li>• 5.1.5.B. Describe the basic purposes of <b>government</b> in the classroom, school, community, <b>state,</b> and nation. <ul style="list-style-type: none"> <li>• 5.1.5.C. Describe the principles and ideals shaping local <b>state,</b> and national <b>government.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Liberty / Freedom</b></li> <li><input type="checkbox"/> <b>Democracy</b></li> <li><input type="checkbox"/> <b>Justice</b></li> <li><input type="checkbox"/> <b>Equality</b> <ul style="list-style-type: none"> <li>• 6.3.5.B.</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	<p>myWorld Interactive Grade 5 Text; Pearson Education</p>	<p>myWorld Interactive Grade 5; Pearson Education unit assessments</p>
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	<p>Describe factors that influence government's <b>economic</b> decision</p> <ul style="list-style-type: none"> <li>• 5.3.5.F.</li> </ul> <p>Examine different ways conflicts can be resolved.</p> <ul style="list-style-type: none"> <li>• 6.5.5.D.</li> </ul> <p>Explain how positive and negative incentives affect individual choices.</p> <ul style="list-style-type: none"> <li>• 6.3.5.C.</li> </ul> <p>Explore ways in which tax revenue is collected.</p> <ul style="list-style-type: none"> <li>• 6.2.5.C.</li> </ul> <p>Explain how advertising causes people to change their behavior in predictable ways.</p>		
<p><b>Vocabulary</b>  <b>Boycott, protest, proclamation, revolution, rebellion, ally, repeal, traitor, massacre, correspondence, quarter, delegate, patriot, militia, colonial, independence, declaration, treason, loyalist,</b></p>			

## Big Idea – Patriots created a new nation.

### Essential Question-

#### How was the new nation organized?

Who helped to forge the new nation?

What early political and economic problems did the United States face?

Concepts	PA Core/Competencies	Resources	Assessments
<ul style="list-style-type: none"> <li>Articles of Confederation</li> <li>2<sup>nd</sup> meeting of the Constitutional Convention</li> <li>Compromises of the Constitutional Convention delegates</li> <li>Examine the need for the Constitution of the United States</li> <li>Elements of the Constitution</li> </ul>	<ul style="list-style-type: none"> <li>6.3.5.A. Describe the cost and benefits of government economic programs.</li> <li>8.3.5.A. Compare and contrast common characteristics of the <b>social, political,</b> cultural and <b>economic</b> groups in United States history.</li> <li>8.3.5.B. Illustrate concepts and knowledge of historical <b>documents, artifacts,</b> and places critical to United States history.</li> <li>5.1.5.D. Interpret key ideas about <b>government</b> found in significant documents:  <input type="checkbox"/> Declaration of Independence  <input type="checkbox"/> United States Constitution  <input type="checkbox"/> <b>Bill of Rights</b> </li> </ul>	myWorld Interactive Grade 5 Text; Pearson Education	myWorld Interactive Grade 5; Pearson Education unit assessments

	<p>□ Pennsylvania Constitution</p> <ul style="list-style-type: none"> <li>• 5.1.5.E. Identify the individual rights guaranteed by the PA Constitution and the U.S. Constitution.</li> <li>• 5.3.5.F. Examine different ways conflicts can be resolved.</li> <li>• 5.3.5.G. Describe how groups try to influence others.</li> <li>• 6.1.5.C. Explain how people's <b>choices</b> have different economic consequences.</li> </ul>		
<p><b>Vocabulary</b>  <b>Independence, freedom, rights, confederation, constitution, compromise</b></p>			