



Curriculum Map- Scope and Sequence: Grades 4 & 5 Social Studies (American History)

Saddlebrook Preparatory School

Purpose of Planning	Unit One The Land & Early People Quarter1 /Weeks 1-2	Unit Two Time, People, Place Quarter 1/Weeks 3-4	Unit Three The Age of Exploration Quarter1/Weeks 5-6	Unit Four Building the 1st Colonies Quarter1/Weeks 7-9	Unit Five The Thirteen Colonies Quarter2/Weeks 1-2
Unit Topic and Overview:	Essential Question(s): -How do people interact with their environment and how does it affect them?	Essential Question(s): -What is the make-up of the United States? -What are the climate differences?	Essential Question(s): How can you find places on different types of maps?	Essential Question(s): -What kinds of people lived here at the beginning of our country?	Essential Question(s): -What kinds of water are seen throughout the U.S and the rest of the world?
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of: -Native Americans -Early settlers to the United States -Climate differences throughout the United States	Students should have background knowledge of: -The shape of the U.S -How many states compose the U.S -Different climate changes in U.S	Students should have background knowledge of: -Flat maps -Globes -Continents -Hemispheres	Students should have background knowledge of: -Native Americans -the Southwest US -woodland areas of the US -Great Plains of the US -Arctic and sub-Arctic people	Students should have background knowledge of: -Bodies of water -Freshwater and saltwater -the importance of water
Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?	Students demonstrate knowledge by: -Comparing and contrasting how the early Americans lived in the United States - Answering 3 questions in Social Studies binder.	Students demonstrate knowledge by: -identifying the regions of the US -recognizing the land masses that compose the US -identify which continent is the United States part of?	Students demonstrate knowledge by -Locating the various states and regions. -Choosing a region to live in and preparing a report to present to others as to why one chose that area	Students demonstrate knowledge by: -Researching various tribes and preparing a report to share with the class -Reading Check: Main Idea and Details -answering reading comprehension questions	Students demonstrate knowledge by: -labeling the continent of the North America, including lakes, major rivers, and oceans. -label the original 13 colonies
Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.	Anchor Text: <i>Harcourt Social Studies: The United States</i> Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt	Anchor Text: <i>Harcourt Social Studies: The United States</i> Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt	Anchor Text: <i>Harcourt Social Studies: The United States</i> Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt	Anchor Text: <i>Harcourt Social Studies: The United States</i> Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt	Anchor Text: <i>Harcourt Social Studies: The United States</i> Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>Video: <i>The History of Native Americans</i> https://www.youtube.com/watch?v=8YR2FgxaICU</p>	<p>Discovery Education Webquest: Regions of the U.S. https://app.discoveryeducation.com/search?Ntt=states+regions+#sellItemsPerPage=20&intCurrentPage=0&No=0&N=18341&Ne=18339&Ntt=states%2Bregions%2B&Ns=&Nr=&browseFilter=&Ntk=All&indexVersion=&Ntx=mode%252Bmatchallpartial</p>	<p>Discovery Education video: <i>Exploring the World: The Conquistadors and the Aztecs</i> https://app.discoveryeducation.com/learn/videos/e5ae688e-3f60-4114-b4b4-b6c6bbdbb3e0</p>	<p>Video: <i>Tour the States</i> https://www.youtube.com/watch?v=E2CNZIIIVlg Video: Tour the States (version 2) https://www.youtube.com/watch?v=E2CNZIIIVlg&list=RD_E2CNZIIIVlg#t=80</p>	<p>Video: <i>Thirteen Colonies Rap</i> https://www.youtube.com/watch?v=cE2RFiaf7Xc&index=11&list=RD_E2CNZIIIVlg</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>Reading Homework Laptops Computer Mimio</p>	<p>Reading Homework Laptops Computer Mimio</p>	<p>Reading Homework Laptops Computer Mimio</p>	<p>Reading Homework Laptops Computer Mimio</p>	<p>Reading Homework Laptops Computer Mimio</p>
<p>Assessments: *Types and Measurements of Mastery</p>	<p>Informal Assessments: -Writing exercises -Pretest Unit 1 Formal Assessment: -Test Unit 1 -80% of student will score at 80% or higher</p>	<p>Informal Assessments: -Writing exercises -Pretest Unit 2 Formal Assessment: -Test Unit 2 -80% of student will score at 80% or higher</p>	<p>Informal Assessments: -Writing exercises -Pretest Unit 3 Formal Assessment: -Test Unit 3 -80% of student will score at 80% or higher</p>	<p>Informal Assessments: -Writing exercises -Pretest Unit 4 Formal Assessment: -Test Unit 4 -80% of student will score at 80% or higher</p>	<p>Informal Assessments: -Writing exercises -Pretest Unit 5 Formal Assessment: -Test Unit 5 -80% of student will score at 80% or higher</p>
<p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p>	<p>Information Literacy -Choose one tribe mentioned and do research report on this tribe. -Learning vocabulary necessary for map skills.</p>	<p>Writing -Choose one tribe and write a letter to them to tell them how you liked their culture</p>	<p>Writing -Write a 1 page narrative about what it was like to be a member of your favorite tribe</p>	<p>Information Literacy -If you could choose any state to live in, write a narrative explaining why. -Do research to find the things you like about that state.</p>	<p>Geography & Writing -Write a persuasive narrative to convince someone to move to the state of your choice.</p>



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Honors Course Differentiation(s):	N/A	N/A	N/A	N/A	N/A
Integrated Common Core or NGSSS Standards (List): *See Below for Links	RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5	RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5	RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5	RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5	RI.5.2 RI.5.3 RI.5.9 RI.5.7 RI.5. 10 RI.5.2 RI5.4a RI.5.5
Integrated CCSS Writing Standards (List): *See Below for Links	W.5.1a W.5.1b W.5.1d W.5.9a	W.5.1a W.5.1b W.5.1d W.5.9a	W.5.1a W.5.1b W.5.1d W.5.9a	W.5.1a W.5.1b W.5.1d W.5.9a	W.5.1a W.5.1b W.5.1d W.5.9a
Links to CCSS/NGSSS Curriculum Standards:	<p>The following links will be used to incorporate the CCSS and other applicable standards:</p> <ul style="list-style-type: none"> • The Common Core State Standard expectations in Grades 4, 5. • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards 				



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Purpose of Planning	Unit Six Early Exploration and Settlement Quarter3/Weeks 1-2	Unit Seven Building the First Colonies Quarter3 /Weeks 3-5	Unit Eight Life in the American Colonies Quarter3/Weeks6-9	Unit Nine The French & the Dutch Settlers of America Quarter4/Weeks1-4	Unit Ten The 13 Colonies of North America Quarter4/Weeks 5-9
Unit Topic and Overview:	Essential Questions: -Why did England’s rulers want to start colonies in North America? -How did slavery develop in the Americas? -How did Spain protect its claims in the Americas? -How did new animals change Native American life?	Essential Questions: -Why did the Pilgrims want to go to North America? -How did John Smith help save Jamestown? -What cash crop helped Virginia grow?	Essential Questions: -How did the growing troubles between English colonists and Native Americans change life in New England? -Why did the Puritans found the Massachusetts Bay Colony? -How was the common used in New England? -What goods did New England import and export?	Essential Questions: -Why did the French and the Dutch set up colonies? -How did conflicts with the Dutch affect Native Americans in New Netherlands? -How did French explorers try to reach the king’s goals? -Why was it hard for the French to control land in North America?	Essential Question: -What was life like for a child growing up at Plymouth Plantation? -How did the English gain New Netherlands? -What was the Great Awakening? -What crops grew well in the Middle Colonies? -How did geography affect life and the economy in New England?
Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?	Students should have background knowledge of: -Where the colonists came from -Who – Pocohontas was. -Where Jamestown and the Plymouth colony were located.	Students should have background knowledge of: -What was it like to live in the Virginia colony- background -Similarities and differences between colonial life and life back in England.	Students should have background knowledge of: -How Tisquantum helped the Pilgrims survive. -Why the Mayflower Compact was important to contemporary history and politics.	Students should have background knowledge of: -Different European countries’ desires to explore the New World, reasoning and impact.	Students should have background knowledge of: -Imports and exports in an economy, trade good/routes. -Ways for colonists to earn their living, occupations. -How the colonies were settled, socially and politically.



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<p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p>	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -explaining the reasons for Pilgrims coming to America -discussing how the first pilgrims came to America and explaining what life was like here. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -explaining why King George did not want them to come here and how he tried to punish them for their move to America. -writing about how difficult the winters were. -writing about how difficult it was to build shelters and plant crops. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -discussing life in Plymouth: the dangers, new lifestyle, people who helped them and people who were a threat to them. -discussing the desire of the Pilgrims able to practice their own religion and what they did about it. -Identifying a problem in school or the community. -Using the steps shown in the Mayflower Compact, writing a plan to solve the problem identified. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -researching why the French and Dutch set up colonies. -explain why New France grew slowly. -choosing Champlain or Minuit and finding 5 important facts about that person. 	<p>Students demonstrate knowledge by:</p> <ul style="list-style-type: none"> -creating a timeline that shows when the Massachusetts Bay Colony was founded, the triangular trade routes were established, and King Philip's War. -making a map of the triangular trade routes -explaining what goods were traded throughout the Atlantic Ocean.
<p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p>	<p>Anchor Text: <i>Harcourt Social Studies: The United States</i></p> <p>Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt</p>	<p>Anchor Text: <i>Harcourt Social Studies: The United States</i></p> <p>Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt</p>	<p>Anchor Text: <i>Harcourt Social Studies: The United States</i></p> <p>Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt</p>	<p>Anchor Text: <i>Harcourt Social Studies: The United States</i></p> <p>Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt</p>	<p>Anchor Text: <i>Harcourt Social Studies: The United States</i></p> <p>Supplemental Text: <i>Journeys</i> by Houghton Mifflin Harcourt</p> <p>Library books and <i>Sarah Morton's Day</i> A book about the life of a Pilgrim girl and her life in the Plymouth colony</p>



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<p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p>	<p>History.com video collection: http://www.history.com/topics/jamestown/videos/jamestown-founded-in-1607</p> <p>History.com video collection: http://www.history.com/topics/plymouth/videos</p>	<p>History.com Article: <i>Jamestown Colony</i> http://www.history.com/topics/jamestown</p> <p>Youtube video: Exploring the World: The English Come to America – Jamestown and Plymouth https://www.youtube.com/watch?v=-nAzYt6a9Mg</p>	<p>Schooltube.com video: <i>Jamestown and Plymouth</i> https://www.schooltube.com/video/2a50e8b0e7464d69b9a4/</p> <p>Teachertube Video: <i>Jamestown and Plymouth</i> http://www.teachertube.com/video/jamestown-and-plymouth-359792</p> <p>Youtube Video: <i>Pilgrim Children</i> https://www.youtube.com/watch?v=10nD2H0RRQk</p> <p>Interactive Activities: http://www.plimoth.org/learn/just-kids</p>	<p>Discovery Education Video Segment: <i>The Early Explorers and Fur Traders</i> https://app.discoveryeducation.com/learn/videos/A484E450-D5F1-4D58-9B05-E34F633B3F86</p>	<p>Plimoth website: articles describing the life of children http://www.plimoth.org/learn/just-kids/homework-help/childs-role</p>
<p>Instructional Practices: * Various Instructional Modalities, including Technology used</p>	<p>Reading Homework Bellwork Computer Mimeo Projector</p>	<p>Reading Homework Bellwork Computer Mimeo Projector</p>	<p>Reading Homework Bellwork Computer Mimeo Projector</p>	<p>Reading Homework Bellwork Computer Mimeo Projector</p>	<p>Reading Homework Bellwork Computer Mimeo Projector</p>



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Assessments: *Types and Measurements of Mastery	Informal Assessments: -Writing exercises -Pretest Unit 6 Formal Assessment: -Test Unit 6 80% of the students will score 80% or higher on all assessments.	Informal Assessments: -Writing exercises -Pretest Unit 7 Formal Assessment: -Test Unit 7 80% of the students will score 80% or higher on all assessments.	Informal Assessments: -Writing exercises -Pretest Unit 8 Formal Assessment: -Test Unit 8 80% of the students will score 80% or higher on all assessments.	Informal Assessments: -Writing exercises -Pretest Unit 9 Formal Assessment: -Test Unit 9 80% of the students will score 80% or higher on all assessments.	Informal Assessments: -Writing exercises -Pretest Unit 10 Formal Assessment: -Test Unit 10 80% of the students will score 80% or higher on all assessments.
Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)	History Construct a timeline marking the important dates of Jamestown's history. Project: Describe what you think winter may have been like in Jamestown. Why do you think so? -Make your prediction then find information that supports or denies your prediction	Science & Writing -Research climate and its effect on growing crops -Write a persuasive narrative to inspire people to move to America	Art -Students construct a model of Plymouth Colony -Do you think you would have liked to come to America as a young child? -Would you have been happy with this lifestyle? -Writing letters and persuasive samples. Science Climate and its effect on growing crops.	Map Skills Make a map of North America showing the lands claimed by England, Spain, France, and Holland.	Geography Make a map of the original 13 colonies grouped in their respective regions: New England, Middle and Southern.
Honors Course Differentiation(s):	N/A	N/A	N/A	N/A	N/A



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<p>Integrated CCSS Writing Standards (List): *See Below for Links</p>	W.5.3.a W.5.10 L.5.3b W.5.1b W.5.1d W.5.9a	W.5.1a W.5.1b W.5.1d	W.5.9a W.5.2e W.5.9b	SL.5.1a SL.5.1c W.5.1a	W.5.1b W.5.1d W.5.9a
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