



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES - U.S. HISTORY

5TH GRADE

8 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: COLONIZATION

TIMELINE: 4 WEEKS-1ST 9 WEEKS

Unit Summary: This unit covers the reasons for European exploration and colonization. We look at the political, economic, religious, geographic, and social events and issues related to the colonial era.

- **Transfer Goal:** investigate places and regions and the connections among them in the colonization of the United States.

Students will know...

- Where and why people settled in the Jamestown, Plymouth, and St. Augustine settlements
- Where and why people settled in the 13 colonies

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively

UNIT 2: AMERICAN REVOLUTION

TIMELINE: 7 WEEKS--1ST 9 WEEKS/ 2ND 9 WEEKS

Unit Summary: This unit focuses on the main causes of the American Revolution and the main events, effects, and people of the American Revolution.

- **Transfer Goal:** Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- Events and results that led to the revolution including the French and Indian War, taxation without representation, Boston Massacre, Boston Tea Party, and the Declaration of Independence
- Perspectives of loyalists, patriots, and neutralists
- Effects of the Revolution including the Treaty of Paris, allies from France and Spain, and the Founding Fathers

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively

UNIT 3: UNITED STATES CONSTITUTION

TIMELINE: 4 WEEKS-2ND 9 WEEKS

Unit Summary: In this unit we focus on the need for a constitution and the principles and compromises included in the Constitution. We learn about rights and responsibilities of citizens of the United States. Include Articles of Confederation, Constitution, and Bill of Rights.

- **Transfer Goal:** Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

Students will know...

- The importance of the Articles of Confederation, the U.S. Constitution, and the Bill of Rights
- The purpose of the above documents
- The 3 branches of government, separation of powers, and checks and balances

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the

- Working collaboratively

UNIT 4: MANIFEST DESTINY (WESTWARD EXPANSION)

TIMELINE: 4 WEEKS-- 2ND 9 WEEKS, 3RD 9 WEEKS

Unit Summary: This unit will explore the growth of the American nation as it moves west.

- **Transfer Goal:** Investigate places and regions and the connections among them.

Students will know...

- Different regions of the U.S. and how they became part of our country
- Why we explored those regions
 - Oregon Trail
 - Lewis & Clark Expedition
 - Gold Rush
 - Louisiana Purchase
 - Trail of Tears
- Manifest Destiny

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively

UNIT 5: FACING SLAVERY AND THE CIVIL WAR

TIMELINE: 4 WEEKS - 3RD 9 WEEKS

Unit Summary: This unit will explore the main causes and effects of the Civil War including Reconstruction.

- **Transfer Goal:** Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- Causes of the Civil War including sectionalism, state's rights, and slavery.
- Effects of the Civil War including Reconstruction and the addition of 13th, 14th, and 15th Amendments to the Constitution

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively

UNIT 6: ECONOMIC CHANGES IN THE U.S. IN THE 19TH AND 20TH CENTURIES

TIMELINE: 4 WEEKS - 3RD 9 WEEKS/ 4TH 9 WEEKS

Unit Summary: This unit will explore industrialization , the impact of immigration on the United States, and the Great Depression.

- **Transfer Goal:** Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- Supply and demand
 - Consumers and producers
 - Impact on resources
 - Free Enterprise
- Urban vs. Rural areas
 - Competition for resources
 - Industry and mechanization of agriculture and factories
- Great Depression
- Inventors and Inventions
- Technology Age

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively

UNIT 7: POLITICAL AND SOCIAL CHANGES IN THE 20TH AND 21ST CENTURIES

TIMELINE: 3 WEEKS - 4TH 9 WEEKS

Unit Summary: This unit will explore the World Wars and the Civil Rights Movement.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- Events of the early-, mid-, and late 20th century and early 21st century
- Women's Rights
- World War I and II
- Civil Right's Movement
- Cold War
- War on Terror
- 2008 Presidential Election

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the

- Working collaboratively

UNIT 8: GEOGRAPHY OF THE UNITED STATES

TIMELINE: 5 WEEKS - 4TH 9 WEEKS

Unit Summary: One of the main areas of focus is that where you live affects how you live and how you live affects where you live.

- **Transfer Goal:** Investigate places and regions and the connections among them.

Students will know...

- Geographic tools and their uses
- How to use tools to analyze, interpret, and create maps

Students will be skilled at...

- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the
- Working collaboratively