

St. Francis Central Catholic School  
 Grade 5 Social Studies  
 Curriculum Map/Pacing Guide Spring 2016  
 THIRD NINE WEEKS

<u>TOPIC</u>	<u>STANDARD OBJECTIVE</u>	<u>TEXTBOOK ALIGNMENT</u>	<u>RESOURCES/ACTIVITIES</u>
<p><b>Pre- Civil War Issues</b></p> <p><b>John Brown’s Raid</b></p> <p><b>Election of 1860</b></p> <p><b>Fort Sumter</b></p>	<p><i>SS.5.E.6</i>            compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p> <p><i>SS.5.H.CL.1.1</i>            research the roles and accomplishments of the leaders of the reform movements before and during the Civil War</p> <p><i>SS.5.H.CL.1.2</i>            explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states’ rights, election of 1860 and secession).</p>	<p><b>Chapter 3</b>            The Nation Divided</p> <p><u>Lesson 3</u>            Union Breaks Apart</p>	<p>Analyzing Primary Sources (Political Cartoons)</p>

<u>TOPICS</u>	<u>STANDARD OBJECTIVE</u>	<u>TEXTBOOK ALIGNMENT</u>	<u>RESOURCES/ACTIVITIES</u>
<p><b>CIVIL WAR</b></p> <p><b>The Battle of Philippi, WV</b></p> <p><b>Bull Run</b></p> <p><b>Battle of Harpers Ferry/Antietam</b></p> <p><b>Emancipation Proclamation</b></p> <p><b>Chancellorsville</b></p> <p><b>Vicksburg/Gettysburg</b></p> <p><b>Gettysburg Address</b></p> <p><b>The Wilderness</b></p> <p><b>Sherman’s “March to the Sea”</b></p> <p><b>Appomattox</b></p> <p><b>Memorial Day</b></p>	<p><i>SS.5.G.5</i>          Locate, identify and compare the major rivers, landforms, natural resources, and climate of the Union and Confederate States.</p> <p><i>SS.5.H.CL1.3</i>          Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, and other regional battles and the battle of Appomattox).</p> <p><i>SS.5.H.CL1.4</i>          Compare the roles and historic accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses Grant, Jefferson Davis, Robert E. Lee, Clara Barton, Frederick Douglass, etc.).</p> <p><i>SS.5H.CL1.5</i>          Explain the impact of the Civil War’s physical destruction on the nation.</p>	<p><u>Lesson 4</u>          Civil War</p> <p><u>Lesson 5</u>          Road to Union Victory</p>	

<u>TOPIC</u>	<u>STANDARD OBJECTIVE</u>	<u>TEXTBOOK ALIGNMENT</u>	<u>RESOURCES/ACTIVITIES</u>
<p><b>West Virginia</b></p>	<p><i>SS.5.WV.1</i>            reconstruct the economic, social and political history of West Virginia through the use of primary source documents,</p> <p><i>SS.5.WV.2</i>            Compare and contrast the roles and functions of the government (e.g., legislative, executive, and judicial branches) at the local, county and state levels.</p> <p><i>SS.5.WV.4</i>            Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).</p> <p><i>SS.5.WV.5</i>            Identify and explain the significance of historical experiences and of geographical, social and economic factors that have helped to shape both West Virginia's and America's society.</p> <p><i>SS.5.WV.6</i>            Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</p>		





<u>TOPIC</u>	<u>STANDARD OBJECTIVE</u>	<u>TEXTBOOK ALIGNMENT</u>	<u>RESOURCES ACTIVITIES</u>
<p><b>NATION REUNITED (Cont'd)</b></p>	<p><i>SS.5.E.2</i>            Explain the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery)</p> <p><i>SS.5.E.3</i>            Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p> <p><i>SS.5.E.7</i>            Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the 13th Amendment.</p> <p><i>SS.5.G.2</i>            Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900's (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).</p>		

<u>TOPIC</u>	<u>STANDARD OBJECTIVE</u>	<u>TEXTBOOK ALIGNMENT</u>	<u>RESOURCES ACTIVITIES</u>
<p><b>BECOMING A WORLD POWER</b></p> <p><b>Alaska Purchase</b></p> <p><b>Annexation of Hawaii</b></p> <p><b>Spanish-American War</b></p> <p><b>Theodore Roosevelt</b></p> <p><b>Panama Canal</b></p> <p><b>HOW AMENDMENTS ARE ADDED</b></p>	<p><i>SS.5.G.6</i>            Compare and contrast the various regions of the United States; locate each of the 50 states and correlate them with their regions.</p> <p><i>SS.5.H.CL4.1</i>            Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.</p> <p><i>SS.5.H.CL4.2</i>            Explain the role played by the United States' involvement in Latin America and the building of the Panama Canal</p> <p><i>SS.5.H.CL4.3</i>            Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.</p> <p><i>SS.5.C.6</i>            Outline the process in which amendments are made; interpret their meaning, and apply it to their daily life, lives of others and lives of people throughout history.</p>	<p><b>Chapter 5</b>  <b>America Grows and Changes</b></p> <p><u>Lesson 1</u>            New Lands for US (Alaska &amp; Hawaii)</p> <p><u>Lesson 2</u>            New Role for US (Spanish-American War)</p> <p><b>Chapter 6</b>  <b>Amendments Added to Constitution</b></p>	<p>Students need to know names and locations of all 50 states.</p>