



Grade 5  
History-Social Science Curriculum Guide  
2018-19

**Paramount Unified School District**  
**Educational Services**  
**2018-19 History-Social Science Curriculum Guide: Grade 5 Our Nation**

**Unit 9—States and Capitols**  
Weeks 1-3

<u>Unit Resources pg. 210T9</u>	<u>Unit Assessment Week 3 (September 8-11)</u>
Study Journal <i>Student Edition (SE)</i> pg. 205 Unit Project pgs. 206T2-3 Content Readers pg. 210T10 Read-Aloud Literature pg. 210T11 School-to-Home Newsletters pgs. 210T13-14 Vocabulary Cards pgs. 210T15-16	Unit 9 Multiple Choice Test pgs. 210T21-22 and/or Unit 9 Short Answer Test pgs. 210T23-24 Culminating Writing Activity pg. 210T17 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>9.1</b> 5.9.1	What are the fifty states and capitals?	capital*	pg. 207T4 35 mins  <i>SE</i> pgs. 207-210	pg. 210T2 25 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing. <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 207T3  Jigsaw  Carousel	DVD: <i>The Nifty Fifty</i> Digital Path pg. 210T1 50 mins Transparencies pgs. 207-210 Lesson Assessment pg. 210T6

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**Unit 2—Age of Exploration**  
 Weeks 4-6

<u>Unit Resources pg. 38T9</u>	<u>Unit Assessment Week 6 (September 28 - October 2)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 19-20 Unit Project pgs. 20T2-3 Content Readers pg. 38T10 Read-Aloud Literature pg. 38T11 School-to-Home Newsletters pg. 38T13 Time Line Cards pgs. 38T15-16 Vocabulary Cards pgs. 38T17-20 Biography Cards pgs. 38T21-24	Unit 2 Multiple Choice Test pgs. 96T31-33 and/or Unit 2 Short Answer Test pgs. 96T34-35 Culminating Writing Activity pgs. 96T17 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>2.1</b> 5.2.1	Why did Europeans sail to new places?	navigation* magnetic compass astrolabe expedition* entrepreneur latitude longitude	pg. 21T4 35 mins  <i>SE</i> pgs. 21-24	pg. 24T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 21T3  KWL  Role Play	DVD: <i>Setting Sail</i> Digital Path pg. 24T1 50 mins Transparencies pgs. 21-24 Lesson Assessment pg. 24T6
<b>2.2</b> 5.2.2	Who were the explorers and what did they find?	cartographer colony* reform convert emperor circumnavigation	pg. 25T4 50 mins  <i>SE</i> pgs. 25-30	pg. 30T2 100 mins		Universal Access pg. 25T3  Make a Story  Picture walk	DVD: <i>European Explorers</i> Digital Path pg. 30T1 50 mins Transparencies pgs. 25-30 Lesson Assessment pg. 30T6
<b>2.3</b> 5.2.3	What explorations were made by land?	mission* trading post tributary slavery	pg. 31T4 35 mins  <i>SE</i> pgs. 31-34	pg. 34T2 50 mins		Universal Access pg. 31T3  Carousel  Re Quest	DVD: <i>Land Exploration</i> Digital Path pg. 34T1 50 mins Transparencies pgs. 31-34 Lesson Assessment pg. 34T6

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**Unit 2—Age of Exploration**  
 Weeks 4-6

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
2.4 5.2.4	Where in the America's did European countries claim land?	charter settlement*	pg. 35T4 35 mins  <i>SE</i> pgs. 35-38	pg. 38T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 35T3  Carousel  Give and Take	DVD: <i>Claiming the Americas</i> Digital Path pg. 38T1 50 mins Transparencies pgs. 35-38 Lesson Assessment pg. 38T6

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**Unit 3—The Fight for a Continent**  
 Weeks 7-10

<u>Unit Resources pg. 64T11</u>	<u>Unit Assessment Week 10 (October 26-30)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 39-40 Unit Project pgs. 20T2-3 Content Readers pg. 64T12 Read-Aloud Literature pg. 64T13 School-to-Home Newsletters pg. 64T15-16 Time Line Cards pgs. 64T17-22 Vocabulary Cards pgs. 64T23-24 Biography Cards pgs. 64T25-28	Unit 3 Multiple Choice Test pgs. 64T37-39 and/or Unit 3 Short Answer Test pgs. 64T40-42 Culminating Writing Activity pgs. 64T29-36 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>3.1</b> 5.3.1	Why did European nations and American Indians compete in North America?	raw material conflict*	pg. 41T4 35 mins  <i>SE</i> pgs. 41-44	pg. 44T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 41T3  Be the words  Dates and events Sequencing  Build Background	DVD: <i>Conflict for a Continent</i> Digital Path pg. 44T1 50 mins Transparencies pgs. 41-44 Lesson Assessment pg. 44T6
<b>3.2</b> 5.3.2	How did colonists and American Indians cooperate?	ally treaty*	pg. 45T4 35 mins  <i>SE</i> pgs. 45-48	pg. 48T2 50 mins	(Continued from above)	Universal Access pg. 45T3  Dramatized Story Indians/Colonists  Role Play	DVD: <i>European Explorers</i> Digital Path pg. 48T1 50 mins Transparencies pgs. 45-48 Lesson Assessment pg. 48T6

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**Unit 3—The Fight for a Continent**  
 Weeks 7-10

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>3.3</b> 5.3.3	What major conflicts did European colonists and American Indians have?	massacre	pg. 49T4 35 mins  <i>SE</i> pgs. 49-52	pg. 52T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 49T3  Carousel  Cards in a Hat	DVD: <i>Fight for the Land</i> Digital Path pg. 52T1 50 mins Transparencies pgs. 49-52 Lesson Assessment pg. 52T6
<b>3.4</b> 5.3.4	How were American Indians forced off their lands?	assimilate*	pg. 53T4 35 mins  <i>SE</i> pgs. 53-56	pg. 56T2 50 mins		Universal Access pg. 53T3  Inside/Outside Circle  Literature Circles	DVD: <i>Broken Treaties</i> Digital Path pg. 56T1 50 mins Transparencies pgs. 53-56 Lesson Assessment pg. 56T8
<b>3.5</b> 5.3.5	What conflict occurred among American Indians?	rivalry*	pg. 57T4 35 mins  <i>SE</i> pgs. 57-60	pg. 60T2 50 mins		Universal Access pg. 57T3  Double Entry Journal  Dramatized Story	DVD: <i>American Indian Conflicts</i> Digital Path pg. 60T1 50 mins Transparencies pgs. 57-60 Lesson Assessment pg. 60T6
<b>3.6</b> 5.3.6	Who were the leaders in the struggle for American Indian lands?	act*	pg. 61T4 35 mins  <i>SE</i> pgs. 61-64	pg. 64T2 100 mins		Universal Access pg. 61T3  Hot Seat  Introductions	DVD: <i>Leaders in the Land Struggle</i> Digital Path pg. 64T1 50 mins Transparencies pgs. 61-64 Lesson Assessment pg. 64T8

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**Unit 4—Life in the Colonies**  
 Weeks 11-17

<u>Unit Resources pg. 96T9</u>	<u>Unit Assessment Week 17 (December 14-18)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 65-66 Unit Project pgs. 66T2-3 Content Readers pg. 96T10 Read-Aloud Literature pg. 96T11 School-to-Home Newsletters pg. 96T13-14 Time Line Cards pgs. 96T15-16 Vocabulary Cards pgs. 96T17-22 Biography Cards pgs. 96T23-26	Unit 4 Multiple Choice Test pgs. 96T31-33 and/or Unit 4 Short Answer Test pgs. 96T34-36 Culminating Writing Activity pgs. 96T27-30 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>4.1</b> 5.4.1	What influenced where Europeans settled in North America?	plantation* cash crop proprietor indentured servant self-sufficient grant	pg. 67T4 35 mins  <i>SE</i> pgs. 67-70	pg. 70T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 67T3  Brainstorming Influences of European Settlement  Jigsaw Influences	DVD: <i>The Thirteen Colonies</i> Digital Path pg. 70T1 50 mins Transparencies pgs. 67-70 Lesson Assessment pg. 70T6
<b>4.2</b> 5.4.2	Who founded the colonies and why?	persecution Separatists pilgrim* Puritan dissenter	pg. 71T4 50 mins  <i>SE</i> pgs. 71-76	pg. 76T2 50 mins	(Continued from previous row)	Universal Access pg. 71T3  Hot Seat founders  Introductions	DVD: <i>Founding the Colonies</i> Digital Path pg. 76T1 50 mins Transparencies pgs. 71-76 Lesson Assessment pg. 76T6

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**Unit 4—Life in the Colonies**  
 Weeks 11-17

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>4.3</b> 5.4.3	How did religion affect the founding of the colonies?	intolerant	pg. 77T4 35 mins  <i>SE</i> pgs. 77-80	pg. 80T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 77T3  Reading Response Log  Re Quest	DVD: <i>Religion and the Colonies</i> Digital Path pg. 80T1 50 mins Transparencies pgs. 77-80 Lesson Assessment pg. 80T6
<b>4.4</b> 5.4.4	How did the First Great Awakening affect the colonies?	preacher	pg. 81T4 35 mins  <i>SE</i> pgs. 81-84	pg. 84T2 100 mins		Universal Access pg. 81T3  Think Aloud  SQ3R	DVD: <i>The First Great Awakening</i> Digital Path pg. 84T1 50 mins Transparencies pgs. 81-84 Lesson Assessment pg. 84T6
<b>4.5</b> 5.4.5	What systems developed in the colonies?	artisan apprentice* town common free-market economy	pg. 85T4 35 mins  <i>SE</i> pgs. 85-88	pg. 88T2 50 mins		Universal Access pg. 85T3  Make a Story Use vocabulary words  Give and Take	DVD: <i>Colonial Systems</i> Digital Path pg. 88T1 50 mins Transparencies pgs. 85-88 Situation Cards pgs. 88T3-4 Lesson Assessment pg. 88T6

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**Unit 4—Life in the Colonies**  
 Weeks 11-17

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>4.6</b> 5.4.6	What was the role of slavery in colonial America?	auction proponent rebel	pg. 89T4 35 mins  <i>SE</i> pgs. 89-92	pg. 92T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 89T3  Guided Imagery  Three-Step Interview Slaves, slave owners	DVD: <i>Slavery in Colonial America</i> Digital Path pg. 92T1 50 mins Transparencies pgs. 89-92 Lesson Assessment pg. 92T6
<b>4.7</b> 5.4.7	What brought on democratic ideas in colonial America?	democracy* citizen* representative* assembly town meeting county seat	pg. 93T4 35 mins  <i>SE</i> pgs. 93-96	pg. 96T2 100 mins		Universal Access pg. 93T3  Snowball  Retelling	DVD: <i>Colonial Democracies</i> Digital Path pg. 96T1 50 mins Transparencies pgs. 93-96 Lesson Assessment pg. 96T6

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**Unit 5—Causes of the Revolution**  
 Weeks 18-21

<u>Unit Resources pg. 118T9</u>	<u>Unit Assessment Week 24 (February 1-5)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 97-98 Unit Project pgs. 97T4-5 Content Readers pg. 118T10 Read-Aloud Literature pg. 118T11 School-to-Home Newsletters pg. 118T13-14 Time Line Cards pgs. 118T15-18 Vocabulary Cards pgs. 118T19-22 Biography Cards pgs. 118T23-26	Unit 5 Multiple Choice Test pgs. 118T33-35 and/or Unit 5 Short Answer Test pgs. 118T36-38 Culminating Writing Activity pgs. 118T27-32 (Optional)

<u>Content</u>	<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards	(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>5.1</b> 5.5.1	What events led to the American Revolution?	Parliament tariff protest* petition repeal boycott	pg. 99T4 50 mins  <i>SE</i> pgs. 99-106	pg. 106T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map –</li> </ul>	DVD: <i>The American Revolution</i> Digital Path pg. 106T1 50 mins Transparencies pgs. 99-106 Lesson Assessment pg. 106T6
<b>5.2</b> 5.5.2	How did the colonists work together?	delegate* committee* correspond unify militia	pg. 107T4 35 mins  <i>SE</i> pgs. 107-110	pg. 110T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	DVD: <i>Colonists Come Together</i> Digital Path pg. 110T1 50 mins Transparencies pgs. 107-110 Lesson Assessment pg. 110T6

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**Unit 5—Causes of the Revolution**  
Weeks 18-21

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>5.3</b> 5.5.3	Why did the colonists declare independence?	Patriot Loyalist propaganda*	pg. 111T4 35 mins  SE pgs. 111-114	pg. 114T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 111T3  Whip Around Reasons for declaring Independence  Circle Maps Define vocabulary	DVD: <i>The Declaration of Independence</i> Digital Path pg. 114T1 50 mins Transparencies pgs. 111-114 Lesson Assessment pg. 114T6
<b>5.4</b> 5.5.4	Who caused change in the colonies?	orator*	pg. 115T4 35 mins  SE pgs. 115-118	pg. 118T2 50 mins		Universal Access pg. 115T3  Role Play Key individuals	DVD: <i>Colonial Democracies</i> Digital Path pg. 118T1 50 mins Transparencies pgs. 115-118 Lesson Assessment pg. 118T6

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**Unit 6—The Revolutionary War**  
 Weeks 22-29

<u>Unit Resources pg. 152T9</u>	<u>Unit Assessment Week 32 (March 29- 31)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 119-120 Unit Project pgs. 120T2-3 Content Readers pg. 152T10 Read-Aloud Literature pg. 152T11-12 School-to-Home Newsletters pg. 152T13-14 Time Line Cards pgs. 152T15-18 Vocabulary Cards pgs. 152T19-22 Biography Cards pgs. 152T23-26	Unit 6 Multiple Choice Test pgs. 152T29-31 and/or Unit 6 Short Answer Test pgs. 152T32-34 Culminating Writing Activity pgs. 152T27-28 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>6.1</b> 5.6.1	How did the American colonies defeat Great Britain?	retreat* siege campaign* mercenary turning point	pg. 121T4 70 mins  <i>SE</i> pgs. 121-128	pg. 128T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 121T3  Carousel Post colony map with dots of battles; students name battles and summarize each battle, see pg. 128  Clock Appointment Use lesson questions	DVD: <i>The Revolutionary War</i> Digital Path pg. 128T1 50 mins Transparencies pgs. 121-128 Lesson Assessment pg. 128T6
<b>6.2</b> 5.6.2	How did other nations help the Patriots?	ambassador negotiate* finance	pg. 129T4 35 mins  <i>SE</i> pgs. 129-132	pg. 132T2 70 mins	(Same as above)	Universal Access pg. 129T3  Carousel Post nations; students write details	DVD: <i>Supporting the Revolution</i> Digital Path pg. 132T1 50 mins Transparencies pgs. 129-132 Lesson Assessment pg. 132T6

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**Unit 6—The Revolutionary War**  
 Weeks 22-29

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>6.3</b> 5.6.3	What role did women play in the Revolutionary War?	activist	pg. 133T4 35 mins  <i>SE</i> pgs. 133-136	pg. 136T2 60 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 133T3  Role Play Revolutionary Women	DVD: <i>Women of the Revolution</i> Digital Path pg. 136T1 50 mins Transparencies pgs. 133-136 Lesson Assessment pg. 136T6
<b>6.4</b> 5.6.4	What was life like in the colonies during the Revolution?	inflation hoard profiteer mutiny	pg. 137T4 35 mins  <i>SE</i> pgs. 137-140	pg. 140T2 50 mins		Universal Access pg. 137T3  Daily News Write a news story about the effect of war on families  Four Corners	DVD: <i>Colonial Life and the Revolution</i> Digital Path pg. 140T1 50 mins Transparencies pgs. 137-140 Lesson Assessment pg. 140T6
<b>6.5</b> 5.6.5	How did the state constitutions reflect ideals of the American Revolution and affect the creation of the U.S. Constitution?	Constitution* ideal ratify	pg. 141T4 35 mins  <i>SE</i> pgs. 141-144	pg. 144T2 50 mins		Universal Access pg. 141T3  Cohesion <u>Because</u> the colonies wrote constitutions before the Declaration of Independence, these constitutions <u>then</u> became models for the U.S. Constitution. <u>For example</u> , _____	DVD: <i>From Colony to Statehood</i> Digital Path pg. 144T1 50 mins Transparencies pgs. 141-144 Lesson Assessment pg. 144T6

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**Unit 6—The Revolutionary War**  
 Weeks 22-29

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>6.6</b> 5.6.6	How did the United States move into western lands?	territory policy	pg. 145T4 35 mins  <i>SE</i> pgs. 145-148	pg. 148T2 60 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> </ul>	Universal Access pg. 145T3  A-B Partner Teach <ul style="list-style-type: none"> <li>• Settling western lands</li> <li>• Northwest Ordinance</li> <li>• Rights of American Indians</li> </ul>	DVD: <i>Settling the West</i> Digital Path pg. 148T1 50 mins Transparencies pgs. 145-148 Lesson Assessment pg. 148T6
<b>6.7</b> 5.6.7	How did people’s views on slavery change after independence?	abolish*	pg. 149T4 35 mins  <i>SE</i> pgs. 149-152	pg. 152T2 100 mins	<ul style="list-style-type: none"> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 149T3  Inside/Outside Circle <ul style="list-style-type: none"> <li>• What were people’s views of slavery before independence?</li> <li>• What were people’s views of slavery after independence?</li> </ul>	DVD: <i>The Slavery Debate</i> Digital Path pg. 152T1 50 mins Transparencies pgs. 149-152 Lesson Assessment pg. 152T6

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**Unit 7—Forming a New Nation**  
 Weeks 30-35

<u>Unit Resources pg. 178T9</u>	<u>Unit Assessment Week 39 (May 17-21)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 153-154 Unit Project pgs. 154T2-3 Content Readers pg. 178T10 Read-Aloud Literature pg. 178T11 School-to-Home Newsletters pg. 178T13-14 Time Line Cards pgs. 178T15-16 Vocabulary Cards pgs. 178T17-22 Biography Cards pgs. 178T23-24	Unit 7 Multiple Choice Test pgs. 178T31-33 and/or Unit 7 Short Answer Test pgs. 178T34-36 Culminating Writing Activity pgs. 178T25-30 (Optional)

<u>Content</u>	<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards	(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>7.1</b> 5.7.1 What problems did the new United States government face?	confederation federal	pg. 155T4 35 mins  <i>SE</i> pgs. 155-158	pg. 158T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 155T3  Mix Freeze Match  Numbered Heads	DVD: <i>The Articles of Confederation</i> Digital Path pg. 158T1 50 mins Transparencies pgs. 155-158 Lesson Assessment pg. 158T6
<b>7.2</b> 5.7.2 How did the United States create a constitution?	compromise Federalist Antifederalist amendment*	pg. 159T4 35 mins  <i>SE</i> pgs. 159-162	pg. 162T2 100 mins	(Same as above)	Universal Access pg. 159T3  Reading Response Log  Think Aloud	DVD: <i>Creating the Constitution</i> Digital Path pg. 162T1 50 mins Transparencies pgs. 159-162 Lesson Assessment pg. 162T6

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<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>7.3</b> 5.7.3	What are the rights of U.S. citizens?	Preamble* republic liberty principle*	pg. 163T4 35 mins  <i>SE</i> pgs. 163-166	pg. 166T2 35 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 163T3  Carousel  Give and Take	DVD: <i>Liberty and Justice for All</i> Digital Path pg. 166T1 50 mins Transparencies pgs. 163-166 Lesson Assessment pg. 166T6
<b>7.4</b> 5.7.4	What is the role of the government?	legislative branch executive branch judicial branch veto* congress federalism	pg. 167T4 35 mins  <i>SE</i> pgs. 167-170	pg. 170T2 100 mins		Universal Access pg. 167T3  Interrupted Book Report  Find the Difference	DVD: <i>Colonial Life and the Revolution</i> Digital Path pg. 170T1 50 mins Transparencies pgs. 167-170 Lesson Assessment pg. 170T6
<b>7.5</b> 5.7.5	How do citizens help protect liberty?	safeguard suffrage	pg. 171T4 35 mins  <i>SE</i> pgs. 171-174	pg. 174T2 100 mins		Universal Access pg. 171T3  A-B Partner Teach  List-Group-Label	DVD: <i>Safeguarding Liberty</i> Digital Path pg. 174T1 50 mins Transparencies pgs. 171-174 Lesson Assessment pg. 174T6

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**Weeks 30-35**

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>7.6</b> 5.7.6	How does music express American ideals?	patriotic* national anthem	pg. 175T4 35 mins  <i>SE</i> pgs. 175-178	pg. 178T2 50 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 175T3  Partner Reading  Sketch to Stretch	DVD: <i>Patriotic Songs</i> Digital Path pg. 178T1 50 mins Transparencies pgs. 175-178 Lesson Assessment pg. 178T6

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**Unit 8—A Nation Moves West**  
 Weeks 36-38

<u>Unit Resources pg. 204T9</u>	<u>Unit Assessment Week 41 (June 1-4)</u>
Study Journal <i>Student Edition (SE)</i> pgs. 179-180 Unit Project pgs. 180T2-3 Content Readers pg. 204T10 Read-Aloud Literature pg. 204T11 School-to-Home Newsletters pg. 204T13-14 Time Line Cards pgs. 204T15-18 Vocabulary Cards pgs. 204T19-22 Biography Cards pgs. 204T23-26	Unit 2 Multiple Choice Test pgs. 204T29-31 and/or Unit 2 Short Answer Test pgs. 204T32-34 Culminating Writing Activity pgs. 204T27-28 (Optional)

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>8.1</b> 5.8.1	Who were the immigrants and what modes of transportation were used to reach the lands West of the Appalachians?	immigrant* overland terrain* pioneer steamboat canal flatboat	pg. 181T4 35 mins  <i>SE</i> pgs. 181-184	pg. 184T2 100 mins	Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.  <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 181T3  Numbered Heads  20 Questions <ul style="list-style-type: none"> <li>• Immigrant groups</li> <li>• Modes of transportation</li> <li>• Push/pull factors</li> </ul>	DVD: <i>The Move West</i> Digital Path pg. 184T1 50 mins Transparencies pgs. 181-184 Lesson Assessment pg. 184T8
<b>8.2</b> 5.8.2	What were the states, territories, and geographic features of western lands?	vegetation*	pg. 185T4 35 mins  <i>SE</i> pgs. 185-188	pg. 188T2 35 mins		Universal Access pg. 185T3  Barrier Game Pictures of and describe grasslands (Great Plains), Rocky Mountains, Great Basin, desert, Colorado River  Carousel	DVD: <i>Mexican Migration</i> Digital Path pg. 188T1 50 mins Transparencies pgs. 185-188 Lesson Assessment pg. 188T6

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Weeks 36-38

<u>Content</u>		<u>Vocabulary</u>	<u>Materials</u>		<u>Thinking Maps</u>	<u>Universal Access</u>	<u>Other Resources</u>
H/SS Standards		(*key vocabulary)	Text Path	Active Path	Suggested Applications	(Active Participation)	(Technology)
<b>8.3</b> 5.8.3	What were the major explorations of western lands	topography	pg. 189T4 35 mins  SE pgs. 189-192	pg. 192T2 100 mins	<p>Students will use Thinking Maps to demonstrate the type of thinking required during reading and writing.</p> <ul style="list-style-type: none"> <li>• Circle Map – Defining</li> <li>• Tree Map – Classifying/Grouping</li> <li>• Bubble Map – Describing</li> <li>• Double Bubble – Comparing and Contrasting</li> <li>• Flow Map – Sequencing</li> <li>• Multi-Flow Map – Analyzing, Cause and Effect</li> <li>• Brace Map – Identifying Parts/Whole Relationships</li> <li>• Bridge Map – Seeing Analogies</li> </ul>	Universal Access pg. 189T3  Be the Words  Cards in a Hat	DVD: <i>U.S. Expansion</i> Digital Path pg. 192T1 50 mins Transparencies pgs. 189-192 Lesson Assessment pg. 192T6
<b>8.4</b> 5.8.4	What was life like on the overland trails?	resourceful*	pg. 193T4 35 mins  SE pgs. 193-196	pg. 196T2 100 mins		Universal Access pg. 193T3  Give and Take Reasons for going west  Jigsaw	DVD: <i>Life on the Overland Trails</i> Digital Path pg. 196T1 50 mins Transparencies pgs. 193-196 Lesson Assessment pg. 196T6
<b>8.5</b> 5.8.5	Why have Mexican settlers migrated into the West and Southwest?	equality*	pg. 197T4 35 mins  SE pgs. 197-201	pg. 202T2 50 mins		Universal Access pg. 197T3  Sketch to Stretch	DVD: <i>Mexican Migration</i> Digital Path pg. 200T1 50 mins Transparencies pgs. 197-200 Lesson Assessment pg. 200T6
<b>8.6</b> 5.8.6	How did the United States expand in the 1800s?	annex	pg. 201T4 35 mins  SE pgs. 201-204	pg. 204T2 100 mins		Universal Access pg. 201T3  Think, Pair, Share  20 Questions	DVD: <i>U.S. Expansion</i> Digital Path pg. 204T1 50 mins Transparencies pgs. 201-204 Lesson Assessment pg. 204T6