

Grade Curriculum Map  
Instructional Plan for 5 World History & Social Studies  
Steve Lehman  
St. Paul's Lutheran School  
Revised: June 2021

**Grade 5 Curriculum**  
**Instructional Plan for Conventional World History & Social Studies**  
**Written by Steve Lehman**  
**July 2020**

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	Content Type	Objectives	Standards	Assessment	Materials
<b>A U G U S T &amp; S E P T E M B E R</b>	<ul style="list-style-type: none"> <li>24</li> </ul>	<ul style="list-style-type: none"> <li>[Map reading skills/activities States of the United States by region</li> <li>Topographical study of the United States</li> <li>Mapping (including scaled distance, cardinal &amp; intermediate directions):</li> <li>Able to follow a set of directions, draw a path and arrive at the correct location on the map</li> <li>Rivers and Borders: Identify the rivers on a blank map and bordering states and bodies of water</li> <li>Regions: Create a map of the regions</li> <li>World Regions</li> <li>Early Civilizations</li> <li>Early Cultures</li> </ul>	<ul style="list-style-type: none"> <li>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</li> <li>SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</li> <li>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</li> <li>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>2 primary source documents</li> <li>Chapter tests (2)</li> <li>Maps Scored by Rubric</li> </ul>	McGraw Hill World <ul style="list-style-type: none"> <li>pp. G4-G11</li> <li>units 1</li> </ul> 180Days of Geography for grade 5 or 6 (One unit per week:) Units 1-5
<b>O C T O B E R</b>	<ul style="list-style-type: none"> <li>20</li> </ul>	For each of the following Categories: --Investigate interactions between individuals and groups. --Assess the role that human behavior and cultures play in the development of social endeavor. <ul style="list-style-type: none"> <li>Ancient Egypt               <ul style="list-style-type: none"> <li>Pharaohs</li> <li>Boats and Cataracts</li> <li>Daily Life</li> </ul> </li> <li>Ancient Mesopotamia               <ul style="list-style-type: none"> <li>Fertile Crescent</li> <li>Sumer &amp; Babylon</li> <li>The Wheel</li> <li>Judaism</li> </ul> </li> <li>Ancient India               <ul style="list-style-type: none"> <li>Hinduism</li> <li>Buddhism</li> </ul> </li> <li>Ancient China               <ul style="list-style-type: none"> <li>First Dynasty</li> <li>Terra Cotta Army</li> <li>Confucianism</li> <li>Silk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others</li> <li>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs)</li> <li>Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</li> <li>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</li> <li>SS.Econ4.e.m Summarize the role of specialization on trade and cost of goods/services.</li> <li>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</li> <li>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>3 primary source documents</li> <li>Chapter tests (4)</li> </ul>	McGraw Hill World <ul style="list-style-type: none"> <li>ch. 4-7</li> </ul> 180Days of Geography for grade 5 or 6 (One unit per week:) Units 6-9

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<b>N O V E M B E R</b>	<ul style="list-style-type: none"> <li>19</li> </ul>	<p>For each of the following Categories:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze democratic principles and ideals.</li> <li>2. Examine and interpret rights, privileges, and responsibilities in society.</li> <li>3. Analyze and evaluate the powers and purposes of political and civic institutions.</li> <li>4. Develop and employ skills for civic literacy.</li> </ol> <ul style="list-style-type: none"> <li>Ancient Greece           <ul style="list-style-type: none"> <li>o City States</li> <li>o Olympics</li> <li>o Classical Greece</li> <li>o Alexander &amp; the Greek Empire</li> </ul> </li> <li>Ancient Rome           <ul style="list-style-type: none"> <li>o Roman Republic</li> <li>o Roman Empire</li> <li>o Architectural Innovation</li> <li>o Christianity grows in the Roman Empire</li> <li>o Decline of the Roman Empire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</li> <li>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others</li> <li>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</li> <li>SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</li> <li>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures</li> <li>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</li> <li>SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.</li> <li>SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</li> <li>SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).</li> <li>SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</li> <li>SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions)</li> </ul>	<ul style="list-style-type: none"> <li>Question generating guided group activity scored by rubric for content and groupwork skills</li> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>4 primary source documents</li> <li>Chapter tests (2)</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 8-9</li> </ul> <p>180Days of Geography for grade 5 or 6 (One unit per week:) Units 10-13</p>
<b>D E C E M B E R</b>	<ul style="list-style-type: none"> <li>15</li> </ul>	<p>For each of the following Categories:</p> <ol style="list-style-type: none"> <li>1. Use historical evidence for determining cause and effect.</li> <li>2. Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</li> <li>3. Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.</li> </ol>	<ul style="list-style-type: none"> <li>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs)</li> <li>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</li> <li>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Same/Different Chart for America and &amp; Europe</li> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>3 primary source documents</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 10-12</li> </ul> <p>180Days of Geography for grade 5 or 6 (One unit per week:) Units 14-16</p>

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		<p>4. Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <ul style="list-style-type: none"> <li>• Ancient Arabia           <ul style="list-style-type: none"> <li>o Islam and its roots</li> <li>o Muslim Caliphates</li> </ul> </li> <li>• Ancient America           <ul style="list-style-type: none"> <li>o Olmec Civilization</li> <li>o Mayan Civilization               <ul style="list-style-type: none"> <li>▪ Rain Forests</li> <li>▪ Astronomy</li> </ul> </li> </ul> </li> <li>• Medieval Europe           <ul style="list-style-type: none"> <li>o Middle Ages</li> <li>o the Medieval Church</li> <li>o the Renaissance</li> <li>o the Reformation</li> <li>o Shakespeare</li> </ul> </li> <li>• The Dutch Tulip Trade's Rise and Crash (mini exploration SIP)</li> </ul>	<ul style="list-style-type: none"> <li>• SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</li> <li>• SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.</li> <li>• SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</li> <li>• SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</li> <li>• SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</li> <li>• SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter tests (3)</li> </ul>	
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JANUARY	<ul style="list-style-type: none"> <li>21</li> </ul>	<p>For each of the following Categories:          --Analyze human movement and population patterns.          -- Examine the impacts of global interconnections and relationships.          -- Evaluate the relationship between identity and place.          -- Evaluate the relationship between humans and the environment.</p> <ul style="list-style-type: none"> <li>Empires &amp; Cultures of Africa           <ul style="list-style-type: none"> <li>Ethiopia</li> <li>West Coast</li> <li>East Coast</li> <li>GreatZimbabwe</li> </ul> </li> <li>Empires &amp; Cultures of Asia           <ul style="list-style-type: none"> <li>Ottoman EMpire</li> <li>Indian Moguls</li> <li>the Khmer</li> <li>Great Dynasties of China</li> <li>Feudal Japan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</li> <li>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.</li> <li>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</li> <li>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</li> <li>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>3 primary source documents</li> <li>Chapter tests (2)</li> <li>Travel guide poster for Africa chapter</li> <li>Layered Timeline of History, Culture for Asia</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 13-14</li> </ul> <p>180Days of Geography for grade 5 or 6          (One unit per week:)          Units 17-20</p>
FEBRUARY	<ul style="list-style-type: none"> <li>18</li> </ul>	<p>Analyze, Compare/Contrast and Evaluate the Sustainability of Two South American Civilizations Environmentall, Economically, Religiously, Technologically</p> <ul style="list-style-type: none"> <li>Empires &amp; Cultures of the Americas           <ul style="list-style-type: none"> <li>Aztec</li> <li>Inca</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</li> <li>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</li> <li>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</li> <li>SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</li> <li>SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.</li> <li>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>Research Report and Formal Debate in a mock trial of two ancient S American Leaders</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 15</li> </ul> <p>180Days of Geography for grade 5 or 6          (One unit per week:)          Units 21-23</p>

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M A R C H	<ul style="list-style-type: none"> <li>17</li> </ul>	<p>For each of the following Categories:</p> <ol style="list-style-type: none"> <li>1. Use economic reasoning to understand issues.</li> <li>2. Analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).</li> <li>3. Analyze how an economy functions as a whole (Macroeconomics).</li> <li>4. Evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</li> </ol> <ul style="list-style-type: none"> <li>European Expansion           <ul style="list-style-type: none"> <li>o Enlightenment and Science</li> <li>o Exploration</li> <li>o Europeans in the America</li> <li>o Africans in the Americas</li> <li>o European Colony in Australia</li> </ul> </li> <li>Global Revolution &amp; Change           <ul style="list-style-type: none"> <li>o French Revolution</li> <li>o Colonial Independence</li> <li>o US Constitution</li> <li>o Industrial Revolution</li> <li>o Rise of Industrial Japan</li> <li>o</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</li> <li>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</li> <li>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</li> <li>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</li> <li>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</li> <li>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</li> <li>SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</li> <li>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</li> <li>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</li> <li>SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</li> <li>SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>Trace the changing maps of Europe from 1800-1900 in a layered transparency map</li> <li>Create a news report 'Live' from the scene of a European Battle from 1800-1913           <ul style="list-style-type: none"> <li>• Daily homework</li> <li>• Weekly quizzes</li> <li>• Journal entries</li> <li>• Notes graded</li> <li>• Maps Scored by Rubric</li> </ul> </li> <li>2 primary source documents</li> <li>Chapter tests (2)</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 16-17</li> </ul> <p>180Days of Geography for grade 5 or 6    (One unit per week:)    Units 24-27</p>

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<b>A P R I L</b>	<ul style="list-style-type: none"> <li>20</li> </ul>	<p>For each of the following Categories:</p> <ol style="list-style-type: none"> <li>Construct meaningful questions that initiate an inquiry.</li> <li>Gather and evaluate sources.</li> <li>Develop claims using evidence to support reasoning.</li> <li>Communicate and critique conclusions.</li> <li>Be civically engaged.</li> </ol> <ul style="list-style-type: none"> <li>A World at War           <ul style="list-style-type: none"> <li>The Great War</li> <li>Russian Revolution</li> <li>WWII</li> <li>Communist Revolution in China</li> <li>Cold War</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</li> <li>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</li> <li>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</li> <li>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</li> <li>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</li> <li>SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>5 primary source documents</li> <li>Chapter tests (2)</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 18-19</li> </ul> <p>180Days of Geography for grade 5 or 6    (One unit per week:)    Units 28-31</p>
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<b>M A Y</b>	<ul style="list-style-type: none"> <li>24</li> </ul>	<p>For each of the following Categories:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze democratic principles and ideals.</li> <li>2. Examine and interpret rights, privileges, and responsibilities in society.</li> <li>3. Analyze and evaluate the powers and purposes of political and civic institutions.</li> <li>4. Develop and employ skills for civic literacy.</li> </ol> <ul style="list-style-type: none"> <li>New Nations           <ul style="list-style-type: none"> <li>o Independence in Africa</li> <li>o New Nations in the Middle East</li> <li>o India's Struggle for Independence</li> <li>o New Nations in SE Asia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</li> <li>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</li> <li>SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.</li> <li>SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</li> <li>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</li> <li>SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.</li> <li>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.</li> <li>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</li> <li>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</li> <li>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Weekly quizzes</li> <li>Journal entries</li> <li>Notes graded</li> <li>Maps Scored by Rubric</li> <li>3 primary source documents</li> <li>Essay style Chapter test (1)</li> </ul>	<p>McGraw Hill World</p> <ul style="list-style-type: none"> <li>ch. 20</li> </ul> <p>180Days of Geography for grade 5 or 6    (One unit per week:)    Units 32-35</p>