

HPS Scope & Sequence
K-8 Grade Level Essential Skills
Created: August 2009
Last Revision: June 2010

Grade Level: Fifth Grade
Subject: Social Studies






Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district has undertaken the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).

During the 2008-09 school year small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.






The essential skills found within this document were then piloted in the 2009-2010 school year, with our teaching staff providing on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups re-assembled under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps culminated in revisions and a secure document that will remain fluid.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html






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Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Time Days	Possible Embedded Assessment(s)	Vocabulary
	Students will					
United States History Era 1-Beginnings to 1620						
American Indian Life in The Americas						<i>chronology</i> <i>causes and effect</i> <i>explain</i> <i>interpret</i> <i>describe</i> <i>identify</i> <i>analyze</i> <i>evaluate</i>
5-U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	Use maps and globes to locate places	1	6	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>give examples</i> <i>perspective</i> <i>locate</i> <i>Economic Systems</i> A.D. B.C.
5-U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	People adapt the environment to meet their needs	1	6	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	region directions location climate political trade
5-U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	Life and cultures	1	6	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	nomadic Pacific Northwest Great Plains woodland people Southwest family structure property ownership exploration
European Exploration						
5-U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	European Exploration	1, 2	8	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	astrolabe navigation European goals obstacles motivation
African Life Before the 16th Century						
5-U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).	Use maps and globes to locate places	2	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	






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	Students will					
5-U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	African Culture	2	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	motivation cultural development growth states primary source secondary source western hemisphere eastern hemisphere northern hemisphere southern hemisphere American Indian African centuries government Columbian Exchange Aztec Bering land bridge Central America discovery Eric the red Columbus Marco Polo Natural Resource artifacts archeology human resource
Three World Interactions						
5-U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.	Use variety of sources to construct an understanding of the past.	2	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	
5-U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.	Interaction between cultures modifies them.	2	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	
United States History Era 2-Colonization and Settlement						
European Struggle for Control of North America						






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	Students will					
5-U2.1.1	Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • establishment of Jamestown (National Geography Standard 4, p. 150) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164) • relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162) 	Life in Southern Colonies	2,3	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>chronology</i> <i>causes and effect</i> <i>explain</i> <i>describe</i> <i>identify</i> <i>interpret</i> <i>analyze</i> <i>evaluate</i> <i>give examples</i> <i>perspective</i> <i>locate</i> <i>Economic Systems</i> colonies thirteen colonies significant development Southern colonies patterns of settlement impact one-crop economies cash crops colonial representative assembly slavery indentured servants farmers merchants Mayflower Compact mother country plantation New England colonies agricultural economy non-agricultural economy town meetings colonial legislatures royal government religious tension
5-U2.1.2	Describe significant developments in the New England colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • relations with American Indians (e.g., Pequot/King Phillip's War) (National Geography Standard 10, p. 162) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (National Geography Standard 15, p. 173) • the development of government including establishment of town meetings, development of 	Life in New England Colonies	2,3	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	farmers merchants Mayflower Compact mother country plantation New England colonies agricultural economy non-agricultural economy town meetings colonial legislatures royal government religious tension
5-U2.1.3	Describe significant developments in the Middle Colonies, including <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167) • the growth of Middle Colonies economies (e.g., breadbasket) (National Geography Standard 7, p. 156) • The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies 	Life in Middle Colonies	2,3	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	farmers merchants Mayflower Compact mother country plantation New England colonies agricultural economy non-agricultural economy town meetings colonial legislatures royal government religious tension
European Slave Trade and Slavery in Colonial America						farmers merchants Mayflower Compact mother country plantation New England colonies agricultural economy non-agricultural economy town meetings colonial legislatures royal government religious tension






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	Students will			144 		
5-U2.2.1	Describe Triangular Trade including <ul style="list-style-type: none"> the trade routes the people and goods that were traded the Middle Passage its impact on life in Africa 	The trade in enslaved people and goods affected all people in North America.	2	5	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	Massachusetts Middle colonies Dutch settlements New Netherlands Quaker Pennsylvania immigration ethnic diversity Triangular Trade trade route Middle Passage enslaved Africans African-American culture labor force regional differences supply demand
Life in Colonial American						
5-U2.3.1	Locate the New England, Middle, and Southern colonies on a map.	Use maps and globes to locate places	2	1	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	
5-U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).	Qualities and activities of daily life in colonial North America	2,3	4	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	
5-U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).	Qualities and activities of daily life in colonial North America	2,3	5	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	
5-U2.3.5	Make generalizations about the reasons for regional differences in colonial America.	Describe a region by generalizations	2	2	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	
United States History Era 3-Revolution and the New Nation						
Causes of the American Revolution						






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	Students will					
5-U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	Reasons for conflicts	3	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>chronology</i> <i>causes and effect</i> <i>explain</i> <i>describe</i> <i>identify</i> <i>interpret</i> <i>analyze</i> <i>evaluate</i>
5-U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).	British and Colonial use of authority / power differed.	3	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>give examples</i> <i>perspective</i> <i>locate</i> <i>Economic Systems</i> French and Indian War
5-U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).	First and Second Continental Congress, why we have a government	3	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	British policy Stamp Act Boston Tea Party protest Intolerable Acts Revolutionary era
5-U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.	Basic values of American democracy.	3	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	British views political cartoon patriot colonial views authority power without authority First Continental Congress
5-U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	Great Leaders	3	6	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	Second Continental Congress Declaration of Independence separate from Great Britain revolutions King George III
The American Revolution and Its Consequences						






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	Students will					
5-U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.	Military advantages and disadvantages	4	6	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	George Washington Thomas Jefferson Benjamin Franklin Patrick Henry Samuel Adams John Adams Thomas Paine
5-U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	Nature of conflict	4	4	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	self-government independence identify problem alternative choice addressing a problem consequences
5-U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).	Sequence of events leading to nationhood for United States	4	3	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	course of action American Revolution military leadership incentives Valley Forge Battle of Saratoga Battle of Yorktown France alliance treaty Treaty of Paris
Creating New Government(s) and a New Constitution						
5-U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation.	Power of government divided between states and national government.	4	2	<ul style="list-style-type: none"> Teacher created assessments Projects Depth of discussion Journaling 	<i>chronology</i> <i>causes and effect</i> <i>explain</i> <i>describe</i> <i>identify</i>






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	Students will					
5-U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).	Country faced problems under Article of Confederation	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>interpret</i> <i>analyze</i> <i>evaluate</i> <i>give examples</i> <i>perspective</i>
5-U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written.	CDV and Constitutional principles limit power of federal government	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	<i>locate</i> <i>Economic Systems</i> powers U.S. Constitution issues
5-U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three- Fifths Compromise).	Framers chose between wants and needs	4	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	representation national government Articles of Confederation Constitutional Convention Framers
5-U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).	How federal government works	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	Founding Fathers Great Compromise Three-fifths Clause limit the power of government
5-U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers).	Power of government divided between states and national government.	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	principle federalism sharing of power distribution of power separation of powers
5-U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	Bill of Rights, Constitution, and CDV limit powers of federal government.	4	2	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	individual rights right to life, liberty and the pursuit of happiness Bill of Rights ratification
5-U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	(1) Freedom of speech, religion, press, (2) Right to bear arms, (3) Protects citizen from quartering soldiers, (4)Protects citizens from unreasonable search of home.	4	3	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	rights First Amendment Second Amendment Third Amendment Fourth Amendment

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	Students will			144 		
Public Discourse, Decision Making, and Citizen Involvement						contemporary public issues
Identifying and Analyzing Public Issues						factual questions ethical questions
5-P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	Analyzing & evaluating information about public issue.	1,2,3,or4	8	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	graphic data contemporary public issue alternative resolutions core democratic values
5-P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.	Conflicts over CDV	4	4	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	contemporary constitutional issues position reasoned argument develop an action plan implement an action plan
Persuasive Communication About a Public Issue						public issue participate
5-P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	Essay on Public Policy aligns with ELA S.CN.05.05 S.DS.05.04 W.GN.05.01	1,2,3,or4	8	<ul style="list-style-type: none"> • Teacher created assessments • Writing Rubric • Projects • Depth of discussion 	Freedom of expression Freedom of religion Freedom of the press checks and balances congress Executive branch
Citizen Involvement						

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	Students will					
5-P4.2.2	Participate in projects to help or inform others.	How do you let others know what you think about public policy issues and why?	1,2,3,or4	8	<ul style="list-style-type: none"> • Teacher created assessments • Projects • Depth of discussion • Journaling 	Executive branch Judicial branch Legislative branch popular sovereignty right to vote Preamble of U.S. Constitution President Responsibilities of citizenship Rules of law Supreme Court taxing spending veto Individual, Business, and Government Choices

