Social Studies Scope and Sequence

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| Time | Big Idea | Topic |
| Aug | Students will understand that geography has played a large role in the history of the United States.Chapter 1 | Review of map skills- types of maps, how to read a map, parts of a map, locating places on a map. |
| Sept | Students will understand that people meet their basic needs of food and shelter based on climate, geography and natural resources.Chapters 2 and 3 | SS objectives: Students will compare and contrast seven American Indian cultural regions. They will analyze artifacts and identify which regions they came from. Language arts objectives: Students will organize information into diagrams. They will write captions, questions, and persuasive letters. They will present and support their decisions. |
| Oct | Students will understand that explorers came to the New World for many reasons and faced many challenges.Chapters 4 and 5 | SS: Students will make connections between exploration in the 1400s and 1500s and exploration today. They will identify and record information about objects on an explorer’s ship. They will categorize these objects.LA: Students will improvise skits. They will write an entry in an explorer’s log. |
| Nov | Students will understand that the settlers faced many challenges as they tried to meet their basic needs of food and shelter in their new environment. Chapters 6 and 7 | SS: Students will compare and contrast three English settlements. They will locate English and American Indian settlements on a map. They will analyze the causes and effects of events before and after King Philip’s War.LA: Students will write a description of challenges attending school in another country. They will perform a skit to present the hardships faced by the settlers. |
| Dec | Students will understand that slavery was a complex issue that had economic, social, and political impacts on all people involved.Chapter 8 | SS: Students will analyze three dilemmas faced by West Africans in the European slave trade. They will consider the available choices the Africans had and identify the choices they made. They will identify aspects of enslaved Africans’ lives and consider point of view of plantation owners.LA: Students will role play to infer experiences of West Africans. They will write a journal entry as an African caught up in the slave trade. |
| Jan | Students will understand that there were many key parts of life for the Southern colonists in the 1700’s and that certain British actions angered the colonist.Chapters 9 and 10 | SS: Students will turn the classroom into a walking tour of the colonial town of Williamsburg. They will surround themselves with sights and ways of life as could have been in the 1700’s. They will also decide for themselves whether Great Britain acted like an unfair, overly strict parent in its dealings with the colonists.LA: Students will take notes as they tour Williamsburg and then write a historical letter about Historical Williamsburg |
| Feb | Students will understand that there were many tensions and events that led to the Declaration of Independence and the Revolutionary War. Chapters 11, and 12 | SS: Students will make connections between a class experience and the war. They will analyze key events that created tensions between colonists and the king. They will identify major events that led to the creation and approval of the Declaration. They will examine and paraphrase parts of it.LA: Students will role play an adult giving orders to a child. They will write a story. They will write a song.  |
| March | Students will understand that in order to form a government, people have to debate and compromise.Chapters 13 and 14 | SS: Students will examine and list the key powers of the three branches of government. They will identify which branches can act in certain situations. They will identify key rights in the Bill of Rights. LA: Students will play a game to demonstrate how the federal government works in a variety of situations. They will write a summary of a newspaper article. |
| April | Students will understand that the expansion of the U.S. affected people inside and outside of the country.Chapters 15 and 16 | SS: Students will create an annotated map of major territories acquired under Manifest Destiny. They will explain why and how each territory was acquired and depict how this affected the people already living there. LA: They will write a journal entry as a Cherokee on the Trail of Tears. |
| May | Students will understand the factors that helped the North and the South split in the mid 1800’s. Students will also understand the factors that contributed to the outcome of the Civil War and how life has changed in the United States since the Civil War.Chapters 18, 19 and 20 | SS: Students will examine the tensions between the North and the South over slavery and how it led to the bloodiest conflict in our history, what it was like to be involved in the conflict, and learn about a soldier’s daily life. Students will learn about key periods that have changed the United States since the end of the Civil War and appreciate how these changes have affected their own life.LA: Students will create an illustrated storybook to show a dispute between brother and sister during the Civil War. Students will then write a eulogy for a soldier who died at Gettysburg.  |
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