

Course Syllabus

Social Studies, Grade 5

Social Studies Preview, Review
Guardian Angels School

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

The grade five course focuses on the development of the nation from its early beginnings to late 19th century. Historical content includes the Colonial and Revolutionary periods, Civil War, western expansion, and the Industrial Revolution. Students learn about the foundations of representative government, as well as the important ideas in the Declaration of Independence, Bill of Rights, and the U.S. Constitution. Fifth graders will continue to learn core concepts in civics, economics, and geography. Geography studies focus on the United States, as well as Earth's attributes and ecosystems. Students should study U.S. economy while learning about economic interdependence, supply and demand, and gross domestic product. Instruction should also allow for a continued development of cultural perspective through exposure to diversity and strengthening of historical analysis skills.

Civics and Government

The Civics and Government unit combines United States democratic principles, structure and historical documents with governmental systems found throughout the world.

- The learner will be able to describe the significance of an American identity sharing values, principles, and/or beliefs to the furthering and enhancement of American democracy.
- The learner will be able to describe how an American identity comes from being united by values, principles, and/or beliefs rather than ethnicity, race, religion, class, language, gender, and/or national origin.
- The learner will be able to analyze the United States Constitution.
- The learner will be able to explain the challenges faced by the new United States government, including the writing of a new Constitution in 1787 and the addition of the Bill of Rights.
- The learner will be able to apply knowledge of the 1st Amendment to the Constitution.
- The learner will be able to associate the Constitution with the Articles of Confederation.
- The learner will be able to analyze aspects of citizenship.
- The learner will be able to explain the major ideas expressed in the Declaration of Independence.
- The learner will be able to apply ideas represented in the Declaration of Independence.
- The learner will be able to evaluate how key principles of the Declaration of Independence influenced American democracy.
- The learner will be able to understand the foundations of the American political party system.
- The learner will be able to explain the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.
- The learner will be able to identify the power and responsibilities of the President of the United States.
- The learner will be able to explain why personal, political, and/or economic rights are significant to citizens in a democratic society.
- The learner will be able to distinguish between a right and a privilege.
- The learner will be able to name the key ways nations interact with one another.
- The learner will be able to understand that the United States interacts with different nations of the world.
- The learner will be able to identify the events and figures that contributed to the writing of the Bill of Rights.
- The learner will be able to name some of the privileges guaranteed in the Bill of Rights.

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- The learner will be able to analyze the significance of the Bill of Rights.
- The learner will be able to use information provided in a chart to associate the different levels of government with their functions.
- The learner will be able to understand the role of the courts.
- The learner will be able to understand the role of judges.
- The learner will be able to describe the meaning of the rule of law.
- The learner will be able to list common beliefs of Americans about themselves and government.

Cultural Perspective

The Cultural Perspective unit includes communities, diversity, fine arts, humanities, folklore, holidays, media, and religious and social issues.

- The learner will be able to understand the challenges faced by early pioneer farmers.
- The learner will be able to explain the abundance of diversity in the United States.
- The learner will be able to name various advantages of diversity in the United States.
- The learner will be able to name various conflicts that occur as a result of diversity in the United States.
- The learner will be able to examine contemporary media to enhance understanding of historical events.
- The learner will be able to interpret contemporary media to enhance understanding of historical events.
- The learner will be able to identify the effect a changing environment has on a culture.
- The learner will be able to make inferences about a cultural role from a reading passage.

Early Common Era (300 - 1450)

The Early Common Era World History unit includes the social, cultural, and political aspects of societies, civilizations, and empires that existed from 300 to 1450 CE.

- The learner will be able to demonstrate an understanding of archaeological evidence describing life in the Americas prior to European influence.

Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to compare product information.
- The learner will be able to infer the purpose of taxation.
- The learner will be able to use the information presented in a chart to apply the concept of supply and demand.
- The learner will be able to comprehend the influence supply and demand has on consumers and producers in a free enterprise system.
- The learner will be able to identify inflation.
- The learner will be able to list examples of inflation.
- The learner will be able to understand economic interdependence.

Era of Revolutions (1750 - 1914)

The Era of Revolutions World History unit includes the revolutions and wars occurring in civilizations and empires from 1750 to 1914 as well as global trends and ideologies prevalent during this time.

- The learner will be able to identify key people involved with the industrial revolution in England, such as John Kay, James Hargreaves, James Watt, Edmund Cartwright, and/or Richard Arkwright.

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- The learner will be able to describe connections between increases in population, urbanization, and industrialization.
- The learner will be able to examine connections between industrialization and political change in England.
- The learner will be able to examine connections between industrialization and political change in Western Europe.
- The learner will be able to examine connections between industrialization and political change in the United States.

First Global Era (1450 - 1750)

The First Global Era World History unit includes the social, cultural, and political aspects of societies, civilizations, and empires that existed from 1450 to 1750 CE as well as global trends during this time.

- The learner will be able to associate early settlements in the 1600's with a country.
- The learner will be able to identify the key voyages of Christopher Columbus.
- The learner will be able to describe how European businesses and governments organized the trans-Atlantic slave trade.
- The learner will be able to explain how slaves were transported from Africa to America via the "middle passage".

Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to establish a connection between population growth and use of physical resources.

- The learner will be able to locate a place on a map between given latitudes.
- The learner will be able to draw conclusions based on the information presented in special purpose maps.
- The learner will be able to identify the regional location of Plymouth.
- The learner will be able to examine an American colony and its regional location.
- The learner will be able to associate an American colony with its regional location.
- The learner will be able to identify the states that formed the Confederacy during the Civil War.
- The learner will be able to identify the components of ecosystems.
- The learner will be able to recognize how humans can change ecosystems.
- The learner will be able to compare the populations of the different states.

Historical Perspective

The Historical Perspective unit includes data interpretation, awareness and analysis skills, and the concepts of time, change, and continuity.

- The learner will be able to associate a time period with an important historical event.
- The learner will be able to compare the lengths of different historical eras.
- The learner will be able to recognize patterns of continuity in history.
- The learner will be able to recognize patterns of change in history.
- The learner will be able to analyze various historical perspectives.
- The learner will be able to analyze historical events using multiple sources.

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- The learner will be able to identify appropriate reference sources.
- The learner will be able to draw conclusions based on a given quotation.
- The learner will be able to understand the significance behind a historical quote.
- The learner will be able to infer the causes of an event in history.
- The learner will be able to associate an action or event with its effect.
- The learner will be able to interpret information presented in timelines.
- The learner will be able to develop historical timelines.
- The learner will be able to draw conclusions from the information presented in series of graphs.
- The learner will be able to compare information presented on a graph.
- The learner will be able to analyze data presented in a chart or graph.
- The learner will be able to interpret historical information presented on a graph or chart.

Technological Developments

The Technological Developments unit includes historical achievements in the areas of communication, math, science, transportation, and technological inventions.

- The learner will be able to identify similarities between different modes of transportation.
- The learner will be able to understand the modes of transportation used by early explorers.
- The learner will be able to identify significant people who contributed to the field of communication.
- The learner will be able to understand how inventions of the early 19th century, such as the cotton gin or steamboat, affected American life.

- The learner will be able to analyze how inventions of the early 19th century, such as the cotton gin or steamboat, affected American life.
- The learner will be able to associate technological advancements with Western Development.

United States History

The United States History unit includes events and issues pertaining to the founding, development, and expansion of our nation from its inception to present day.

- The learner will be able to identify why Americans went to war to gain independence from England.
- The learner will be able to recognize the sequence of events in the Revolutionary War.
- The learner will be able to understand the roles of revolutionary leaders.
- The learner will be able to analyze a person's role in history.
- The learner will be able to evaluate the obstacles faced by sponsors and leaders of explorations of the Americas.
- The learner will be able to evaluate the motivations of sponsors and leaders of explorations of the Americas.
- The learner will be able to trace the routes of early explorations of America.
- The learner will be able to identify the events and figures that contributed to the writing of historical documents, such as the Mayflower Compact and/or the Emancipation Proclamation.
- The learner will be able to demonstrate knowledge of the concepts of colonial self-government reflected in the Mayflower Compact.
- The learner will be able to identify the types of areas where the early American settlers lived.
- The learner will be able to analyze the effects of British Laws, such as the Sugar Act of 1764.

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- The learner will be able to compare and contrast the various lifestyles of Colonial America, including farmers, landowners, women, and slaves.
- The learner will be able to interpret the reasons for the Boston Tea Party.
- The learner will be able to identify the political and economic connections between England and the American colonies.
- The learner will be able to understand Puritanism in colonial America.
- The learner will be able to describe the factors that led to differences in the colonial economies of the New England, Mid-Atlantic, and Southern regions.
- The learner will be able to understand the development of the economic system in colonial America.
- The learner will be able to identify the labor opportunities and obstacles faced by free immigrants, indentured immigrants, and slaves in the colonies.
- The learner will be able to identify the major economic regions in the American colonies.
- The learner will be able to explain how labor systems shaped the major economic regions in the American colonies.
- The learner will be able to identify one of the first immigrant groups.
- The learner will be able to identify reasons various immigrant groups came to America.
- The learner will be able to evaluate the challenges commonly faced by new immigrants.
- The learner will be able to demonstrate knowledge about slavery during colonial times.
- The learner will be able to describe the plantation system and the roles of owners, families, hired workers, and slaves.
- The learner will be able to demonstrate comprehension of territorial expansion in the late 19th century (post-Civil War era).
- The learner will be able to identify events leading up to U.S. territorial expansion in the Western Hemisphere.
- The learner will be able to comprehend the effect of U.S. territorial expansion on Native Americans.
- The learner will be able to identify the causes of the Mexican-American War.
- The learner will be able to identify events resulting from the Louisiana Purchase.
- The learner will be able to explain how explorers coming to America impacted the political, economic, and social lives of the Native Americans.
- The learner will be able to understand the relations between English colonists and Native Americans.
- The learner will be able to compare and contrast how the English settlers interacted with Native Americans in New England, Mid-Atlantic, and Southern regions.
- The learner will be able to analyze the impact of the removal and resettlement of Native Americans, including the Cherokee, Creek, Chickasaw, Choctaw, and Seminole.
- The learner will be able to examine the lifestyles on the Western frontier.
- The learner will be able to understand and identify Homesteaders.
- The learner will be able to compare and contrast the causes of rapid development in California and Oregon in the late 1840s and 1850s.
- The learner will be able to understand the effects western development had on Native Americans.
- The learner will be able to identify routes taken by early settlers of the western United States.
- The learner will be able to identify the causes and effects of the Civil War.
- The learner will be able to analyze lifestyles during the Civil War, both on the battlefield and on the homefront.

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- The learner will be able to analyze Civil War leaders, including Abraham Lincoln, Jefferson Davis, and Robert E. Lee.
- The learner will be able to identify the economic and philosophical differences that existed between the North and South.
- The learner will be able to identify differences in southern politics during the Reconstruction era.
- The learner will be able to identify differences in social relations in the South during the Reconstruction era.
- The learner will be able to compare and contrast how various indigenous groups adapted to their environments.
- The learner will be able to describe the lifestyles of early Americans, including Inuits, Anasazi, and Plains Native Americans.