

Course/Grade Level: Fifth Grade Social Studies Curriculum

Focus: Students will analyze how the United States became a great nation from the beginning to the 1800's. They will compare and contrast relationships in the history and development of the United States.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.5.1 Students will compile information and create an outline comparing and contrasting the relationships in the American Indian culture and early explorers.

Students will...

SS.5.1.1 ▲ explain how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo *cultures* in the period from 1700-1820; types of lodging, food sources, natural resources and lifestyles). (H5B111)

Instructional Examples:

- students complete Venn diagrams- regional /cultural differences
- locate on maps where tribes lived

SS.5.1.2 ▲ compare the motives and *technology* that encouraged European exploration of the Americas (e.g., motives: *trade*, expansion, wealth, discovery; technology: improved ship building, sextant, cartography). (H5B113)

Instructional Examples:

- use t-chart illustrating motives for European explorers
- create a web organizer for types of navigation technology

SS.5.1.3 distinguish the differences of why the Europeans explored the new land. (e.g., gold and abundant resources in the Americas) (H5B113)

SS 5.1.4 examine the relationship between France, Spain, England. (H5B113)

Embedded Concepts:

Navigation technology for the European exploration time period
Mayans, Aztecs, Incas, American Indians

Vocabulary: culture, technology, trade

SS.5.2 Students will analyze the formation of the thirteen colonies and the causes that lead up to the American Revolution.

Students will...

SS.5.2.1 ▲ describe the political and economic structures in the New England, Middle, and Southern Colonies (e.g., political: House of Burgesses, town meetings, colonial forms of representation; economics: agriculture, *trade*). (H5B2I3)

Instructional Examples:

- 3 column chart graphic organizer labeled: New England, Middle, Southern
- compare/contrast charts

SS.5.2.2 examine the purpose of the House of Burgesses, town meetings, and the colonial forms of representation to Parliament. (H5B2I3)

SS.5.2.3 compare and contrast the effects agriculture and trade had on the colonies. (H5B2I3)

SS.5.2.4 explain the causes and effects of the French and Indian War on the American Revolutionary period. (H5B2I6)

SS.5.2.5 ▲ describe the causes of the American Revolution (e.g., Proclamation of 1763, Intolerable Acts, Stamp Act, taxation without representation). (H5B3I1)

Instructional Examples:

- Create a mobile on causes for the American Revolution.
- Practice reading and creating timelines.

Embedded Concepts:

Tea Act
Boston Tea Party
Quartering Act
Boston Massacre

Vocabulary: trade

SS.5.3 Students will distinguish the contributions individuals made in the development of the United States and the Constitution.

Students will...

their

SS.5.3.1 ▲ compare and contrast the importance of the founding fathers and contributions (e.g., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams). (C5B2I4)

Instructional Examples:

- complete a KWL chart
- complete an Opinion Proof T-Chart using Preamble

SS.5.3.2 demonstrate the purpose of the following important documents: Constitution/Preamble, Declaration of Independence, and the Bill of Rights. (C5B2I4)

SS.5.3.3 ▲ analyze how the Constitutional Convention led to the creation of the United States *Constitution* (e.g., Great Compromise, Three-Fifths Compromise). (H5B3I6)

Instructional Examples:

- analyze text chart- highlighting main ideas, finding details
- read secondary resources online and role play individuals

SS.5.3.4 compare and contrast the issues of representation and slavery within the colonies and the population of state vs. the size of the state. (H5B3I6)

Embedded Concepts:

Great Compromise
Articles of Confederation
Three-Fifths Compromise
Virginia Plan; New Jersey Plan

Vocabulary: Constitution

SS.5.4 Students will demonstrate the functions of the three branches of the government and their purpose.

Students will...

SS.5.4.1 ▲ analyze the functions of the three branches of federal government (e.g., legislative-makes laws, executive-enforces laws, judicial-interprets laws). (C5B3I4)

Instructional Examples:

- create graphic organizers classifying each branch
- create a 3 tier flip folder
- use a t-chart (cause/effect); how laws are passed and the effect they have on the people or Supreme Court

SS.5.4.2 construct a diagram showing the Legislative, Executive, and Judicial branch of government. Include their responsibilities and importance. (C5B3I4)

SS.5.4.3 differentiate between the local, state and federal government. (C5B3I4)

SS.5.5 Students will use timelines to demonstrate the cause and effect relationships of events during the Colonial America time period.

Students will...

SS.5.5.1 ▲ use historical timelines to trace the cause and effect relationships between events in different *places* during the same time period (e.g., Colonial America and England). (H5B4I1)

Instructional Examples:

- Create a t-chart to compare/contrast colonial America and Great Britain.
- construct horizontal and vertical timelines

SS.5.5.2 examine multiple *primary sources* to understand point of view of an historical figure. (H5B4I2)

Vocabulary: places, primary sources

SS.5.6 Students will evaluate the economic process of costs, spending, and creating revenue.

Students will...

SS.5.6.1 ▲ deduce the *costs* and *benefits* of a *spending*, saving, or *borrowing* decision. (E5B511)

Instructional Examples:

- Exchange City
- work with banks

SS.5.6.2 compile decision making skills; gathering information to make a choice. (E5B311)

SS.5.6.3 ▲ identify factors that change supply or *demand* for a product (e.g., supply: *technology* changes; demand: invention of new and *substitute goods*; supply or demand: climate and weather). (E5B212)

Instructional Examples:

- access teacher resources for Exchange City
- access Lemonade Stand on Coolmath4kids website

SS.5.6.4 differentiate *revenue* sources for different levels of *government* (e.g., personal *income* taxes, property taxes, sales tax, *interest*, bonds). (E5B411)

Embedded Concepts:

consumer
producer
saver
investor
opportunity cost
goods/services
barter/trade
division of labor
specialization
exports/imports
supply/demand
scarcity

Vocabulary: benefits, spending, borrowing, demand, technology
substitute goods, revenue, government, income, interest

SS.5.7

Students will utilize map skills to show major locations and important features from the beginnings of America to the 1800's.

Students will...

- SS.5.7.1 ▲ show major physical and *political features* of Earth from memory using mapping skills (e.g., ▲ Boston, ▲ Philadelphia, ▲ England, ▲ France, ▲ Italy, ▲ North America, ▲ Atlantic Ocean, ▲ Pacific Ocean).

(G5B112)

Instructional Examples:

- use black line masters
- access "geography bee" online programs

- SS.5.7.2 distinguish between physical and political features of a map, including; latitude and longitude, city, country, continent.

- SS.5.7.3 identify and label states and capitals in the United States.

Instructional Examples:

- use online map skills programs
- make flashcards out of note cards; states on one side, capitals on the other

Vocabulary: political features