

5th Grade Social Studies UbD

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| Curriculum/Content Area: Social Studies | Course Length: Academic Year |
| Course Title: 5th Grade Social Studies | Date last reviewed: |
| Prerequisites: Not Applicable | Board approval date: |
| Primary Resource: TBD | K-5 Progression of Content & Skills |

Desired Results

Course description and purpose: Social Studies standards are integrated within our literacy curriculum where there are logical opportunities to make these connections. In fifth grade, there are two units that do not naturally lend themselves to integration. As a result, these units are taught independently: Geography which includes map skills and human-environment interactions, and Economics, focusing on basic economic concepts and impacts on lifestyle.

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| <p>Enduring Understandings Students will understand...</p> <ol style="list-style-type: none"> 1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i> 2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i> 3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i> 4. <i>that information can be acquired from a variety of sources.</i> 5. <i>that text and organizational tools communicate different kinds of information.</i> 6. <i>that there are multiple ways to communicate their understanding of our world today.</i> 7. <i>that human interaction influences behavioral, economic, and political activities.</i> 8. <i>that individuals, groups, societies and cultures address human needs and concerns.</i> | <p>Essential Questions:</p> <p>A. Geography</p> <ol style="list-style-type: none"> 1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics? 2. How does where I live influence how I live? 3. How do geography, climate, and natural resources affect the way people live and work? 4. What are the cultural factors of civilizations, and what functions do they serve? <p>B. History</p> <ol style="list-style-type: none"> 1. What should we do if primary sources disagree? 2. How does the past influence the present? 3. What are the historical factors of civilizations, and what functions do they serve? 4. How do competing interests influence how power is gained, distributed, and |
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| <p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p> | <p>exercised?</p> <p>C. Political Science</p> <ol style="list-style-type: none"> 1. What knowledge and skills are needed to participate effectively in our political system? 2. How are governments created, structured, maintained, and changed? 3. What is the role of the citizen in the community, nation, and world? <p>D. Economics</p> <ol style="list-style-type: none"> 1. How do scarcity and competition influence decision-making at the personal, business, and government levels? 2. What causes change in the U.S. economy? 3. How do different economic systems and trade policies impact a person's way of life/standard of living? 4. What role should government play in the potential regulation of an economy? <p>E. Behavioral Science</p> <ol style="list-style-type: none"> 1. How do others, the media, and society influence our identity and the choices we make? 2. What are the characteristics, benefits, and challenges of a diverse society? |
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| <p>Unit Title: Geography</p> |
| <p>Topics:</p> <ol style="list-style-type: none"> A. Map Skills B. Environment C. Communities |
| <p>Standards Wisconsin Model Academic Standards</p> |
| <p>Geography EQ1: A.8.1 Use a variety of geographic representations, such as political, physical, and</p> |

topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place

A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape

A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density

Geography EQ2:

A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities

Learning Targets Addressed

- I can use a variety of maps and images to compare information about places within communities.
- I can construct mental maps proportionate to location, direction, size, and shape for community.
- I can use a map to estimate distances and estimate scale.
- I can identify patterns of climate and land use.
- I can compute population density.
- I can analyze the way people in different regions participate in recreational activities because of their physical environment.

Assessment Evidence

Geography Learning Model

Unit Title: Economics

Topics:

- A. Environment
- B. Communities

Standards

Wisconsin Model Academic Standards

Economics EQ1:

D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services

Economics EQ2:

D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life

Learning Targets Addressed

- I can identify and explain the concepts of supply, demand, production, exchange and consumption.
- I can identify and explain the concepts of labor, wages and capital.
- I can identify and explain the concepts of inflation and deflation.
- I can identify and explain the concepts of market economy and command economy.
- I can identify and explain the concepts of public and private goods and services.
- I can describe investments in human and physical capital, including new technology
- I can analyze how investments and capital affect standard of living and quality of life

Assessment Results

Economics Learning Model

Integrated Social Studies - Literacy Units

Integrated Unit(s):

Writing Unit 3 - Argument and Advocacy: Researching Debatable Issues and Research Based Argument Essay

Standards

Wisconsin Model Academic Standards

Economics EQ2:

D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment

Learning Targets Addressed

Writing Unit 3 - Argument and Advocacy

Integrated Targets

- I can become a civic activist by researching a topic and building a strong case in order to stand up for my belief. (Bend 3, D.8.11)

Integrated Unit(s):

Reading Unit 4 - Historical Fiction Book Clubs

Writing Unit 4 - Lens of History: Research Report

Reading Unit 5 - Reading History

Standards

Wisconsin Model Academic Standards

History EQ1:

B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used

B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history

B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

History EQ2:

B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history

B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights

B.8.7 Identify significant events and people in the major eras of United States and world history

B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues

Political Science EQ1:

C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights

Learning Targets Addressed

Reading Unit 4 - Historical Fiction

Integrated Targets

- I can use nonfiction books to find answers to questions when the fictional book does not supply the answers. (Bend 1 & 3, B.8.1)
- I can analyze the relationship between historical events and the main character (*or real people*) and the impact they have on each other so that I understand that characters (*and real people*) are affected by social pressures, community norms and forces around them. (Bend 1, B.8.2)
- I can understand a story's point of view and how the character's motivations and responses (*as well as real people's motivations and responses*) fit within the historical context (Bend 1, B.8.4)
- I can investigate who has power, what form it takes and how it changes so I can come away with new thinking. (Bend 3, B.8.4)

Reading Unit 5 - Reading History

Integrated Targets

- I can use strategies that help me understand my reading based on the genre (including primary source materials). (Bend 1, B.8.1)
- I can consider that every account of history is told from a particular perspective and can seek out all sides of the story, especially noticing specific details that tell the stories of real people in history. (Bend 2, B.8.4)

Writing Unit 4 - Research Reports

Integrated Targets

- I can keep in mind the relationship between events and history so that I'm aware of cause-and-effect happenings. (Bend 1, B.8.3)
- I can make sense of primary sources by careful, close reading in order to hear the original message. (Bend 2, B.8.1)
- I can understand that stories have multiple points of view and ensure that all voices are heard. (Bend 2, B.8.4)

The History EQ2 and Political Science standards may be implicitly or explicitly taught depending on the texts studied by students. These standards are more deeply introduced in grades 6-8.