

## 5th Grade Social Studies Year-At-A-Glance

*Learning Targets in order of suggested instruction*

Lee's Summit R-7 Observance Days <i>Embedded throughout year/instruction</i>	Unit 1: Geography Estimated Time to Complete: 9 sessions	Unit 2: Ancient Civilizations Estimated Time to Complete: 9 sessions	Unit 3: Age of Exploration Estimated Time to Complete: 15 sessions	Unit 4: Colonization Estimated Time to Complete: 25 sessions
<p><a href="#">Observance Days Resources</a></p> <p><b>September 11</b> <i>911 Anniversary/Emergency Services Day</i></p> <p><b>September 17</b> <i>Constitution Day/Citizenship Day</i></p> <p><b>2nd Monday in October</b> <i>Columbus Day</i></p> <p><b>October 28</b> <i>LS Founders Day</i></p> <p><b>2nd Tuesday in November</b> <a href="#">R7 Votes Resources</a></p> <p><b>November 11</b> <i>Veterans' Day</i></p> <p><b>4th Thursday in November</b> <i>Thanksgiving</i></p> <p><b>3rd Monday in January</b> <i>Dr. Martin Luther King, Jr. Day</i></p> <p><b>3rd Monday in February</b> <i>Presidents' Day</i></p> <p><b>April 19</b> <i>Patriot's Day</i></p>	<p><b>Essential Standard</b> <b>5_SS_6</b> Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p><b>Learning Targets</b> <b>5_SS_6_A</b> Identify concepts of place. (K) <b>5_SS_6_B</b> Demonstrate use of absolute/relative location. (S) <b>5_SS_6_C</b> Make and label a map. (P)</p> <p style="text-align: center;"><b>FDOL: GEOGRAPHY</b></p>	<p><b>Essential Standard</b> <b>5_SS_1</b> Evaluate the relationship between people and their environment.</p> <p><b>Learning Targets</b> <b>5_SS_1_A</b> Recognize the significance of the North American tribe civilizations prior to the arrival of Europeans. (K) <b>5_SS_1_B</b> Understand ancient cultural groups of the Inca, Aztec, and Maya. (R)</p> <p style="text-align: center;"><b>FDOL: ANCIENT CIVILIZATIONS</b></p>	<p><b>Essential Standard</b> <b>5_SS_1</b> Evaluate the relationship between people and their environment.</p> <p><b>5_SS_3</b> Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p><b>Learning Targets</b> <b>5_SS_3_A</b> Explain the three goals of European exploration (God, gold, and glory). (K) <b>5_SS_3_B</b> Explain the role of Spain, France, and England regarding the exploration of the New World. (K) <b>5_SS_1_C</b> Identify land claims by European nations (France, England, and Spain) in the New World. (K) <b>5_SS_3_C</b> Summarize the discovery, exploration, and early settlement of the Americas. (R)</p> <p style="text-align: center;"><b>FDOL: EXPLORATION</b></p>	<p><b>Essential Standard</b> <b>5_SS_1</b> Evaluate the relationship between people and their environment.</p> <p><b>5_SS_3</b> Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p><b>5_SS_4</b> Analyze the origins, development, and resolution of conflicts.</p> <p><b>5_SS_6</b> Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p><b>Learning Targets</b> <b>5_SS_3_D</b> Explain the role of Spain, France, and England regarding the colonization of the New World. (K) <b>5_SS_1_D</b> Recall important information about the earliest English settlements. (K) <b>5_SS_1_E</b> Evaluate the significance of the English colonies in North America. (R) <b>5_SS_1_F</b> Distinguish how and why the New England, Middle, and Southern colonies developed differently. (R) <b>5_SS_4_A</b> Examine the cultural interactions and conflicts among these groups from colonial times through the American Revolution. (R) <b>5_SS_6_F</b> Distinguish relationships among colonial regions in relation to geography. (R)</p> <p style="text-align: center;"><b>FDOL: COLONIZATION</b></p>

<p align="center"><b>Unit 5: Causes of the Revolution</b> Estimated Time to Complete: 10 sessions</p>	<p align="center"><b>Unit 6: American Revolution</b> Estimated Time to Complete: 25 sessions <i>Learning Targets not in sequential order for this unit.</i></p>	<p align="center"><b>Unit 7: Constitution/Government</b> Estimated Time to Complete: 15 sessions</p>	<p align="center"><b>Unit 8: Economics</b> Estimated Time to Complete: 9 sessions</p>	<p align="center"><b>Year-Long Learning Targets</b></p>
<p><b>Essential Standard</b> <b>5_SS_4</b> Analyze the origins, development, and resolution of conflicts.</p> <p><b>Learning Targets</b> <b>5_SS_4_B</b> Identify why Great Britain wanted to tax the colonists. (K) <b>5_SS_4_C</b> Examine the cultural interactions and conflicts among groups from colonial times through the American Revolution. (R) <b>5_SS_4_D</b> Determine the ways Britain began to tighten control over the colonists (causes leading to the American Revolution). (R) <b>5_SS_4_E</b> Recognize the significance of the 1st Continental Congress to American history. (K)</p> <p align="center"><b>FDOL: CAUSES OF THE REVOLUTIONARY WAR</b></p>	<p><b>Essential Standards</b> <b>5_SS_2</b> Recognize, assess, and analyze the role of governance.</p> <p><b>5_SS_3</b> Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p><b>5_SS_4</b> Analyze the origins, development, and resolution of conflicts.</p> <p><b>5_SS_6</b> Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p><b>Learning Targets</b> <b>5_SS_2_A</b> Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed. (K) <b>5_SS_3_F</b> Recognize the significance of the 2nd Continental Congress to American history. (K) <b>5_SS_3_G</b> Distinguish between the roles/perspectives of people in the American Revolution. (R) <b>5_SS_3_H</b> Recognize the significance and contributions of U.S. historical people through the American Revolution. (R) <b>5_SS_4_F</b> Name and identify the significance of key battles of the American Revolution. (K) <b>5_SS_3_E</b> Understand the contributions of minorities during the American Revolution. (R) <b>5_SS_6_G</b> Locate the major battles of the American Revolution. (K)</p> <p align="center"><b>FDOL: THE AMERICAN REVOLUTION</b></p>	<p><b>Essential Standard</b> <b>5_SS_2</b> Recognize, assess, and analyze the role of governance.</p> <p><b>Learning Targets</b> <b>5_SS_2_B</b> Identify the important principles in the Preamble, including inalienable rights and governments by consent of governed. (K) <b>5_SS_2_C</b> Identify important principles in the Constitution. (K) <b>5_SS_2_D</b> Compare and contrast the powers and duties of the executive, judicial, and legislative branches of government. (R) <b>5_SS_2_E</b> Differentiate between powers and functions of local, state, and national government. (R) <b>5_SS_2_F</b> Identify key founding fathers and their contributions to the Constitution. (K) <b>5_SS_2_G</b> Recognize the important principles in the Bill of Rights, such as basic rights and freedoms as stated in Amendments 1-10. (K)</p> <p align="center"><b>FDOL: CONSTITUTION/GOVERNMENT</b></p>	<p><b>Essential Standard</b> <b>5_SS_5</b> Demonstrate an ability to explain and compare different economic systems.</p> <p><b>Learning Targets</b> <b>5_SS_5_A</b> Explain the relationship of profit and loss in decision-making. (R) <b>5_SS_5_B</b> Distinguish among natural, capital, and human resources. (R) <b>5_SS_5_C</b> Draw conclusions about how an economy is influenced. (R) <b>5_SS_5_D</b> Draw conclusions about how supply and demand fluctuate based on the economy. (R)</p> <p align="center"><b>FDOL: ECONOMICS</b></p>	<p><b>Essential Standards</b> <b>5_SS_6</b> Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p><b>5_SS_7</b> Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p><b>Learning Targets</b> <b>5_SS_6_D</b> Think critically about geographic resources to acquire information and answer questions about historical events. (R) <b>5_SS_6_E</b> Read, analyze, and construct maps as related to development of the United States. (P) <b>5_SS_7_A</b> Draw conclusions, make predictions, and interpret using tools of social science inquiry. (R) <b>5_SS_7_B</b> Research and interpret the significance of stories and songs reflecting early U.S. heritage diagrams. (R) <b>5_SS_7_C</b> Use technological tools for research and presentation. (S) <b>5_SS_7_D</b> Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters. (S) <b>5_SS_7_E</b> Create graphs, timelines, charts, and diagrams to communicate information. (P)</p> <p align="center"><b>EMBEDDED IN FDOLs</b></p>