



Fifth Grade Social Studies
Social Studies Course Outline

<i>Unit & Content Objectives</i>	<i>Time</i>	<i>Activities & Methods</i>	<i>Books & Materials</i>	<i>Evaluation Techniques</i>
Geography SWBAT: <ul style="list-style-type: none"> Identify parts of a globe; North & South poles, equator, hemispheres, prime meridian, continents, oceans, Arctic and Antarctic Circles Understand the purpose and use of maps; (Latitude & Longitude), map scale, compass rose, map key, map title Identify Political & Physical Maps Use map skills for locating continents, oceans, cardinal and intermediate directions Analyze ways to identify locations Students will develop an awareness of the concept of U.S. regions and the variety of ways to identify them (by race, religion, politics, culture, geography, political boundaries, climate, industry or wildlife). Identify states and capitals of U.S. Use communication skills to apply key terms in written contexts express ideas through writing and collaborate with peers in group or lesson discussions. 	45 min/day 5 days/wk 2 semesters	<ul style="list-style-type: none"> Discussion Reading <ul style="list-style-type: none"> Notes Videos Graphic Organizers Picture Analysis <ul style="list-style-type: none"> Map Skills Foldables-Hands on Activity 	<ul style="list-style-type: none"> Early United States; Harcourt Brace Student World Atlas National Geographic United Streaming Brain Pop Nystrom World Atlas Various Reference Books 	<ul style="list-style-type: none"> Tests Quizzes Reports Projects Worksheets Maps Teacher Observation Discussion Written Responses

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<p>Exploration of America: SWBAT:</p> <ul style="list-style-type: none"> • Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. • Explore how native communities in North America varied from region to region. • Understand selected characteristics and specific historical developments of tribes in North America. • Understand the U. S. territorial expansion and how it affected relations with Native Americans and with external powers. • Describe the early exploration of America. • Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g. Columbus, Vespucci, Balboa, de Soto, Ponce de Leon, Magellan, Coronado, Cortes, Cartier, Hudson, Raleigh and La Salle) 	<p>45 min/day 5 days/wk 2 semesters</p>	<ul style="list-style-type: none"> • Discussion • Reading <ul style="list-style-type: none"> • Notes • Videos • Graphic Organizers • Picture Analysis • Map Skills • Foldables-Hands on Activity 	<ul style="list-style-type: none"> • Early United States; Harcourt Brace • Student World Atlas • National Geographic • United Streaming • Brain Pop • Nystrom World Atlas • Various Reference Books 	<ul style="list-style-type: none"> • Tests • Quizzes • Reports • Projects • Worksheets • Maps • Teacher Observation • Discussion • Written Responses

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Early Colonization: SWBAT <ul style="list-style-type: none"> • Students will Emphasize when, where, and why groups of people colonized and settled in the U.S. • Describe early European settlements in colonial America; New Spain, New France, The English, Jamestown, Plymouth, Plantations, Massachusetts Bay, and New Amsterdam • Determine the reasons people came to the Americas; escape from religious persecution, economic opportunity, slavery, release from prison. • Identify the accomplishments of significant colonial leaders. 	45 min/day 5 days/wk 2 semesters	<ul style="list-style-type: none"> • Discussion • Reading <ul style="list-style-type: none"> • Notes • Videos • Graphic Organizers • Picture Analysis • Map Skills • Foldables- Hands on Activity 	<ul style="list-style-type: none"> • Early United States; Harcourt Brace • Student World Atlas • National Geographic • United Streaming • Brain Pop • Nystrom World Atlas • Various Reference Books 	<ul style="list-style-type: none"> • Tests • Quizzes • Reports • Projects • Worksheets • Maps • Teacher Observation • Discussion • Written Responses

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Colonial Heritage: SWBAT <ul style="list-style-type: none"> • Compare and Contrast the developments of the New England, Middle, & Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government. • Focus on the contributions of important individuals and groups; John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn 	45 min/day 5 days/wk 2 semesters	<ul style="list-style-type: none"> • Discussion • Reading • Notes • Videos • Graphic Organizers • Picture Analysis • Map Skills • Foldables- Hands on Activity 	<ul style="list-style-type: none"> • Early United States; • Harcourt Brace • Student World Atlas • National Geographic • United Streaming • Brain Pop • Nystrom World Atlas • Various Reference Books 	<ul style="list-style-type: none"> • Tests • Quizzes • Reports • Projects • Worksheets • Maps • Teacher Observation • Discussion • Written Responses

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<p>American Revolution: SWBAT</p> <ul style="list-style-type: none"> Describe the causes and results of conflicts between England and Colonial America; French & Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle Saratoga, and Battle of Yorktown. Give examples of how colonist expressed their displeasure of British regulations; Boston Tea Party, and boycott Examine the ideals expressed in the Declaration of Independence. Recognize the contributions of key individuals and groups involved in the American Revolution; Samuel Adams, John Adams, Sons of Liberty, Paul Revere, George Washington, Thomas Paine, Thomas Jefferson, Ben Franklin, King George III, Patrick Henry, Lord Cornwallis, John Hancock Recognize the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. 	<p>45 min/day 5 days/wk 2 semesters</p>	<ul style="list-style-type: none"> Discussion Reading Notes Videos Graphic Organizers Picture Analysis Map Skills Foldables- Hands on Activity 	<ul style="list-style-type: none"> Early United States; Harcourt Brace Student World Atlas National Geographic United Streaming Brain Pop Nystrom World Atlas Various Reference Books 	<ul style="list-style-type: none"> Tests Quizzes Reports Projects Worksheets Maps Teacher Observation Discussion Written Responses

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The Constitution / New Government SWABT <ul style="list-style-type: none"> • Examine the formation of the American system of government following the American Revolution. • Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution, and outline the major provisions of the Constitution, including the federal system and the three branches of government. • Compare and contrast the continued formation the the new nation under the leadership of Presidents Washington, Adams, and Jefferson. 	45 min/day 5 days/wk 2 semesters	<ul style="list-style-type: none"> • Discussion • Reading • Notes • Videos • Graphic Organizers • Picture Analysis • Map Skills • Foldables- Hands on Activity 	<ul style="list-style-type: none"> • Early United States; • Harcourt Brace • Student World Atlas • National Geographic • United Streaming • Brain Pop • Nystrom World Atlas • Various Reference Books 	<ul style="list-style-type: none"> • Tests • Quizzes • Reports • Projects • Worksheets • Maps • Teacher Observation • Discussion • Written Responses

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<p>World: World Geography: Great Lakes of the World</p> <ul style="list-style-type: none"> • Students will develop an awareness of place and understand how geography influenced historical events and the development of culture. • Students will develop an awareness of the location and physical characteristics of places such as landforms, bodies of water, and other geographic features. • Students will develop an awareness of place and understand how geography influenced historical events and the development of culture. • Students will understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. • Students will understand the characteristics and uses of maps, globes, and other geographic tools. • Students will understand the characteristics of spatial organization on the earth's surfaces. 	<p>45 min/day 5 days/wk 2 semesters</p>	<ul style="list-style-type: none"> • Discussion • Reading • Notes • Videos 	<ul style="list-style-type: none"> • Core Knowledge Teacher Handbook, Grade 5 	<ul style="list-style-type: none"> • Tests • Quizzes • Reports • Projects • Worksheets • Teacher Observation • Discussion • Written Responses