

Conneaut School District Fifth Grade Social Studies Curriculum

Adopted 7/2017

Major Understanding	Concept	Timeframe	Skills	Assessment	Standards
Civics and Government	Principles and Documents of American Government	25 days		Formative and Summative Assessments Project-based assessments	
			E-Define a republic (citizens active role in government)		5.1.5.A 5.1.5.B
			E-Explain how the US Constitution developed and its structure: <ul style="list-style-type: none"> • Constitutional Convention • Great Compromise • 3/5 Rule • Preamble • Articles • Bill of Rights • Amendments • Individual rights and responsibilities (Economic-free enterprise, paying taxes, obeying laws, voting) 		5.1.5.A 5.1.5.C 5.1.5.D 5.1.5.E
			E-Explain purpose/role of national government; head of each branch		5.1.6.A 5.2.6.D 5.3.6.C 5.3.6.E 7.3.6.E
			E-Describe and define: <ul style="list-style-type: none"> • equality • checks and balances • separation of powers 		5.1.6.C

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Major Understanding	Concept	Timeframe	Skills	Assessment	Standards
Civics and Government	Principles and Documents of American Government		E-Compare structure of local, state, national government.	Formative and Summative Assessments Project-based assessments	5.3.6.A
			E-Describe responsibilities of three branches of government.		5.3.5.A
			E-Describe how taxes support government services to citizens.		5.3.5.A 5.3.5.B 6.3.5.C
			E-Identify national, state, and local government leaders.		5.3.6.E 5.3.5.B, .C, .D
			E-Describe election /voting process.		5.2.5.D 5.3.5.E
			E-Analyze impact of violating rules and laws.		5.1.5.A 5.2.5.A
			E-Explain appeals process in US courts.		5.1.5.E
			E-Describe proper use, display, and respect for US flag. Explain significance of reciting Pledge of Allegiance and standing for national anthem.		5.1.5.F
			E-Describe purpose of historical events celebrated in US: <ul style="list-style-type: none"> • Independence Day • Constitution Day • 9/11 • Veterans Day • Martin Luther King, Jr. Day 		5.1.5.F 8.2.5.D 8.3.5.C 8.3.5.D

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Economics	Economic Systems	10 days		Formative and Summative Assessments Project-based assessments	
			E-Explain difference between market (capitalist) and command (communist) economic systems		6.2.5.G
			E-Explain how businesses expand, downsize, go out of business; reasons why		6.1.5.C, .D 6.2.5.B 6.2.5.D, .E
			E-Identify examples of goods and services		6.2.5.A
			E-Identify examples of consumers and producers.		6.2.5.A
			E-Identify how businesses market goods and services to consumers.		6.2.5.B
			E-Define supply and demand.		6.1.5.A 6.1.5.B
			E-Explain personal decision-making when purchasing goods and/or services.		6.1.5.C
			E-Describe natural, human, and capital resources used to produce a good or service.		6.1.5.D

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Geography	Basic geographic literacy	15 days		Formative and Summative Assessments Project-based assessments	
			E-Describe geographic tools and their uses: <ul style="list-style-type: none"> • Absolute and relative location • Population and distribution flows • Maps (scale, map grids, cardinal and intermediate directions) • Compass rose • Read and interpret political, physical, historical, and elevation maps 		7.1.5.A
			E-Locate places on a map using latitude and longitude		7.1.5.B
			E-Identify US time zones		7.2.5.A
	Physical characteristics		E-Describe physical characteristics of a region/ place		7.2.5.A
	Human characteristics		E-Describe a region according to: <ul style="list-style-type: none"> • economic activities • historical activities • natural resources • settlement patterns • political activities 		7.3.5.A 7.4.5.A 7.4.5.B

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History	The First Americans	10 days		Formative and Summative Assessments Project-based assessments	
			E-Identify how first Americans came		8.4.5.A
			E-Explain how first Americans adapted to living in different regions		8.4.5.A 8.4.5.B
			E-Analyze how first Americans developed different cultures		8.4.5.A
	North America: The First Colonies	15 days	E-Describe how European countries claimed land and established settlements in North America		8.2.5.D 8.3.5.A, .B, .C, .D 8.3.5.C
			E-Identify the original 13 colonies		8.3.5.C 7.1.5.B
			E-Analyze cause of religious diversity in colonies		8.3.5.C
			E-Compare how and why slavery developed in colonies		8.2.5.D
	Spanish and French Colonies		E-Identify lands controlled by Spanish and French		8.4.5.A 7.1.5.B
		French and Indian War	5 days	E-Identify cause of conflict over land among British, French, and Native Americans	
				E-Analyze major effects of French and Indian War	

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History	American Revolution	15 days	E-Identify causes of colonists' anger toward Great Britain: <ul style="list-style-type: none"> • Stamp Act • Townshend Acts • Tea Act • Intolerable Acts • Taxation without representation 	Formative and Summative Assessments Project-based assessments	8.2.5.D 8.3.5.B 8.3.5.C 8.3.5.D
			E-Identify significant contributions of individuals during war <ul style="list-style-type: none"> • George Washington • John Adams • Thomas Jefferson • Ben Franklin 		8.3.5.B 8.3.5.C
			E-Explain how colonists rebelled <ul style="list-style-type: none"> • Committees of Correspondence • Boston Tea Party • Sons and Daughters of Liberty • Continental Congress 		8.2.5.D 8.3.5.D
			E-Evaluate the outcome of first Revolution battles <ul style="list-style-type: none"> • Lexington and Concord • Bunker Hill 		8.3.5.B 8.3.5.C 8.3.5.D
			E-Analyze decisions made by Second Continental Congress		8.3.5.B 8.3.5.C 8.3.5.D
			E-Analyze Declaration of Independence		8.3.5.B

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			E-Summarize major events of the Revolution		8.2.5.D 8.3.5.D
History	American Revolution		E-Analyze the significance of the Battle of Yorktown.	Formative and Summative Assessments Project-based assessments	8.2.5.D 8.3.5.C, .D 5.1.5.D
			E-Identify weaknesses of the Articles of Confederation.		8.3.5.B
			E-Explain how the US Constitution was developed: <ul style="list-style-type: none"> • Constitutional Convention • Great Compromise • 3/5 Rule • Preamble • Separation of Powers • Checks and Balances 		8.3.5.B 5.1.6.C
	United States: Westward Expansion	10 days	E-Summarize impact of the Louisiana Purchase on the expansion of the US.		8.1.5.A 8.3.5.B 8.3.5.C 7.1.5.A
			E-Explain the importance of early exploration (i.e. Lewis and Clark; Sacagawea; Daniel Boone, etc.)		8.3.5.C
			E-Describe the causes, main battles, and outcome of the War of 1812.		8.2.5.D
			E-Identify writer of national anthem (Francis Scott Key) and		8.2.5.D

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			circumstances at Fort McHenry.		
Major Understanding	Concept	Timeframe	Skills	Assessment	Standards
History	A Growing Nation	10 days	E-Explain how the US expanded and changed politically and geographically between 1820-1850	Formative and Summative Assessments Project-based assessments	8.2.5.D 8.3.5.C
	Causes of the Civil War	5 days	E-identify the causes of the Civil War		8.2.5.D 8.3.5.A
			E-Evaluate and explain how the events of the 1850's drove the US to the Civil War		8.2.5.D 8.3.5.D
	The Civil War	30 days	E-Explain the circumstances surrounding Southern secession (i.e. states rights, slavery)		8.3.5.A 8.3.5.C
			E-Identify and explain the impact of the first battles of the Civil War <ul style="list-style-type: none"> • Fort Sumter • First Battle of Bull Run • Antietam 		8.2.5.D 8.3.5.D
			E-Analyze the events that became a turning point in the Civil War. <ul style="list-style-type: none"> • Battle of Gettysburg • Battle of Vicksburg • Emancipation Proclamation 		8.3.5.C

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			E-Describe the home front for North and South		8.2.5.D
			E-Identify and explain the impact of the “Civil War Amendments” on African Americans.		5.1.5.D 8.2.5.D
Major Understanding	Concept	Timeframe	Skills	Assessment	Standards
History	Reconstruction	10 days	E-Describe the purpose of military rule in the South during Reconstruction.	Formative and Summative Assessments Project-based assessments	8.2.5.D 8.3.5.D 8.3.5.C
			E-Analyze the impact of Jim Crow laws on African Americans and how this eventually led to the Civil Rights movement nearly a century later.		8.3.5.D