



Newman Catholic Schools Elementary Social Studies Curriculum

2019-2020

"Catholic school Social Studies places an emphasis on the dignity and sacredness of the human person through time and culture. An emphasis on the themes of Catholic social teachings helps to shape the students' perceptions of the social, political, cultural and religious dimensions of the integrated of the social sciences and humanities. A primary purpose of Social Studies is to assist people in developing the analytical abilities to make informed and reasoned decisions for the common good of citizens based on Catholic global perspective, faith, traditions and teachings. Social Studies assists students in developing critical thinking skills through the eyes of faith to be informed and responsible citizens in a global society serving the common good in its political cultural and religious dynamics"

--adapted from the Social Studies Curriculum Guide of the Diocese of Green Bay, WI

TABLE OF CONTENTS:

Kindergarten Social Studies Curriculum	3
Geographical Features	3
Government, Leaders, Symbols and Citizenship	3
Money	3
Ongoing Concepts:	4
1st Grade Social Studies Curriculum	5
Geographical Features	5
Interpreting Data	5
Holidays	6
People and Cultures	6
Civic Responsibility	7
Goods and Services, Wants and Needs	7
Group Research Project: Roles of Community Helpers	8
Geography	8
Second Grade Social Studies Curriculum	10
History	10
Economics	10
Civics and Government	11
Discipleship	11
Ongoing Concepts and Skills	12
Third Grade Social Studies Curriculum	13
Community	13
Geography	13
History	13
Government:	14
Economics	14
Cultural Diversity	14
Social Justice	15
Fourth Grade Social Studies Curriculum	16
Geographical Features and Map Skills	16
People and Cultures	16
Natural Resources	17
History of Wisconsin Statehood	18
Government	18
Economy	18
Fifth Grade Social Studies Curriculum	20
Geographical Features and Map Skills	20
Native Americans in the Americas	20
European Exploration	20
Colonization	21
American Revolution	21
US Government	22
Westward Expansion	22
Civil War	23

Kindergarten Social Studies Curriculum

I. Geographical Features

- A. **Concepts:** By the end of the unit, students will...
 - 1. Identify a local landmark using a symbol or picture.
 - 2. Identify landforms and locations
 - 3. Map and globe skills (cardinal directions identifying land and water on a map or globe)
- B. **Skills:** During the unit, students will learn about the following
 - 1. National symbols
 - 2. Monuments
- C. **Possible Assessments:**
 - 1. Given a map, students will color water blue, and land green.
 - 2. Identify the NCS logo as a symbol of a local landmark.
 - 3. Given photos of national monuments and statues, students will correctly identify important landmarks (the eagle, Statue of Liberty, American flag, etc..)
 - 4. Given an image, students identify which cardinal direction is indicated

II. Government, Leaders, Symbols and Citizenship

- A. **Concepts:** By the end of the unit, SWBAT interpret information on a simple timeline, chart, graph or map.
- B. **Skills:** During the unit, SWBAT illustrate a historical event or person through a variety of creative techniques.
 - 1. Students will recall rules and consequences and that actions are consistent with rules
 - 2. During the unit, students will learn about the following concepts
 - a) Identifying historical figures: Pilgrims, Native Americans,
 - b) Basic structure of government
 - c) Religious freedom
 - d) Types of leaders (community, professional, federal government)
 - e) American heroes from the past
 - f) Saints and their virtues
- C. **Assessment:** Given arts and crafts materials, students create a bracelet illustrating the order of events of the first Thanksgiving.

III. Money

- A. **Concepts:** By the end of the unit, SWBAT...
 - 1. Identify coins and their value.
 - 2. Swbat to describe the difference between a want and a need.
- B. **Skills:** During the unit, students will learn about the following concepts:
 - 1. What is money?
 - 2. How do we use it?
 - 3. Needs vs. wants
 - 4. Jobs and earning money
- C. **Assessment(s):**

1. Given a t-chart of “needs” and “wants” students correctly differentiate between the two.
2. As a formative assessment, students can articulate the difference between a want and need
3. Given an assortment of coins, students will correctly identify pennies, nickels, etc. and which coins have greater value compared to others.

IV. Ongoing Concepts:

These skills are introduced, practiced, and formatively assessed throughout the school year

- A. SWBAT participate in a school event or activity related to Catholic virtues
 1. Mission projects, Stations of the Cross, learn about the Saints, participate in Mass, Liturgical seasons.
- B. Recall the main idea of details of a text
- C. Illustrate examples of main details from a story.

1st Grade Social Studies Curriculum

I. Geographical Features

- A. **Concept:** By the end of the unit, students will be able to identify specific geographical features.
- B. **Skills:** During the unit, students will learn about the following map features and geographical landforms
 - 1. Towns and States
 - 2. Globe vs. Map
 - 3. Towns and States
 - 4. Rivers
 - 5. Lakes
 - 6. Oceans
 - 7. Mountains
 - 8. Valleys
 - 9. Desserts
 - 10. Rain Forests
 - 11. Islands
- C. **Assessment:** In a series of final assessments, given a map, students will identify the above geographical and map features

II. Interpreting Data

- A. **Concept:** By the end of the unit, students will be able to interpret information on a simple timeline, chart, graph or map.
- B. **Skills:** During the unit, students will learn to interpret and analyze (comparing and contrasting, sequencing) information presented in a variety of ways, including the following:
 - 1. calendars
 - 2. timelines
 - 3. charts
 - 4. graphs
 - 5. maps
 - 6. months, days, years and weeks
 - 7. bar graphs vs. picture graphs
 - 8. today, tomorrow and yesterday
 - 9. past and present
 - 10. compass rose
- C. **Assessment:** In a series of assessments...
 - 1. Given events, students will place them sequentially on a timeline.
 - 2. Given specific information, students will create a picture or bar graph that accurately represents quantities.
 - 3. Given a map and two points, students will compare and contrast differences in distance (i.e., more miles vs. fewer miles)
 - 4. Given a blank calendar, a starting date and an ending date, students will complete a calendar and answer questions about the completed calendar

III. Holidays

- A. **Concepts:** By the end of the unit, students will be able to identify personal, national, and religious holidays.
- B. **Skills:** During the unit, students will learn about the various personal, local, and national celebrations including the following:
 - 1. Birthdays
 - 2. Labor Day
 - 3. Veteran's Day
 - 4. Catholic religious holidays
 - 5. Columbus Day
 - 6. Thanksgiving
 - 7. Martin Luther King Day
- C. **Assessment:** By the end of the unit, given a sentence starter (Advent is....) students will write at least 4 sentences demonstrating knowledge of
 - 1. symbolism,
 - 2. time,
 - 3. significance, and
 - 4. how they are celebrated within their families.

IV. People and Cultures

- A. **Concepts:** By the end of the unit, students will be able to explain the role of important people and cultural groups in history.
- B. **Skills:** During the unit, students will learn to write and or draw an explanation of the following concepts, people and cultures:
 - 1. Roles
 - 2. Historical Context
 - 3. Significance
 - 4. Changes
 - 5. Jobs
 - 6. Catholic Leaders (Cardinal Newman, St. Theresa, etc...)
 - 7. Community leaders (the mayor, the police, fireman, principals, presidents, etc...)
 - 8. National Leaders (President, Senators, Civic Leaders etc...)
 - 9. Workers in the Community (Maintenance, Sanitation, Doctors, Dentists, Sales Clerks)
 - 10. Cultural Groups (Hmong, Hispanic....)
- C. **Assessment:** By the end of the unit, in one or more of the following ways, verbally, in writing, or in illustration, students will:
 - 1. As part of the weekly writing and given a sentence starter (Cardinal Newman...) will correctly identify the significance of the figure:
 - a) life,
 - b) miracles,
 - c) canonization,
 - d) And prayers associated)
 - 2. In the case of a local leader, such as the mayor, students will identify and write about their:
 - a) responsibilities, job description, etc...with 75% accuracy (including differentiation for enrichment and remediation)

V. Civic Responsibility

- A. **Concept:** By the end of the unit, students will be able to identify the responsibilities of a citizen.
- B. **Skills:** During the unit, students will learn about types of responsibilities and types of citizens, including the following:
 - 1. Responsibilities,
 - 2. Chores,
 - 3. Rules,
 - 4. Safety,
 - 5. Respect,
 - 6. Fairness,
 - 7. Caring,
 - 8. Justice,
 - 9. Advocating,
 - 10. Rights and Duties (ie. voting)
 - 11. Citizens
 - 12. Home
 - 13. School
 - 14. Church
 - 15. Community
- C. **Assessments:**
 - 1. Students will verbally identify characteristics of their role at home, school, church, and as community citizens (community service with charities, scouting groups, chores, classroom/school roles ie line leader, office runner, material distributor)
 - 2. Students are also expected to demonstrate their understanding of civic responsibility in their day-to-day-behavior and will be given opportunities to show caring and advocating by completing charitable acts as a class.

VI. Goods and Services, Wants and Needs

- A. **Concept:** By the end of the unit, students will be able to identify the difference between a want and a need and goods and services.
- B. **Skills:** During the unit, students will learn the following concepts about using money wisely and charitably:
 - 1. want vs. need
 - 2. goods and services
 - 3. role of money in everyday life
 - 4. spending/saving
 - 5. types of money
 - 6. Cash
 - 7. credit card
 - 8. debit card
 - 9. checks
 - 10. Banking
 - 11. loans / lending
 - 12. sustaining the work of the Church
 - 13. tithing/charitable giving
- C. **Assessments:**
 - 1. Given a list of goods and services, students will identify each as a want or a need.

2. Verbally or in writing, students will identify 3 ways to pay for a good or service.
3. Given an earning scenario, students will determine the length of time needed to save for a want such as a bike, etc...
4. As part of Advent and Lent projects, students will be able to describe tithing and charitable giving and how that sustains the Church. (Ex: Reverse advent calendar, students give for each day of Advent to support the Church and Catholic Charities)

VII. Group Research Project: Roles of Community Helpers

- A. **Concept:** By the end of the unit, students will complete research as a group in order to be able to describe the role of various community helpers and how they bring about safety, service and care of others.
- B. **Skills:** During the unit, students will learn about the following concepts
 1. Researching a topic
 2. Facts vs. Opinions
 3. Working effectively and fairly as group
 4. Community leaders
 - a) the mayor
 - b) police,
 - c) firefighters,
 - d) principals,
 - e) presidents,
 - f) workers in the community
 - g) maintenance workers,
 - h) sanitation workers
 - i) doctors,
 - j) dentists,
 - k) sales clerks
 - l) local Catholic leaders
 - (1) pastors,
 - (2) deacons,
 - (3) lay ministers,
 - (4) teachers,
 - (5) lectors,
 - (6) ushers, etc...
- C. **Assessment:** Students will report on class research in writing and with an illustration at least 5 facts (regarding how they bring about safety, etc...) about a community and 2 opinions regarding their choice.

VIII. Geography

- A. **Concept:** Students will explore geographical relationships between
 1. physical and environmental characteristics
 2. distinctive cultural features of their community, state, nation and world.
- B. **Skills:** During the unit, students will learn about the following concepts:
 1. National and state capital, continents, oceans or ordinal directions on a map
 2. Map vocabulary
 3. Map key
 4. Concepts of urban, suburban, and rural
 5. How recreational opportunities influence human activity in the community
 6. Compare and contrast the local community with other Wisconsin communities

7. Environmental change and its causes
8. Causes for human movement
9. Stewardship of natural resources (including the importance of recycling)
10. Pollution and its effect on the environment

C. Assessment(s):

1. Draw and label a compass rose with cardinal directions.
2. Interpret a map key and locate places and features on a map including continents and oceans.
3. Identify the Equator, lines of latitude and longitude and Prime Meridian on a map or globe.
4. Write one way people change the environment and how it helps people.
5. List ways we can recycle and help the environment.
6. Students will draw and label urban, suburban and rural environments.

Second Grade Social Studies Curriculum

I. History

- A. **Concept:** Students will examine the connections of their own environment and cultural diversity with the past, and develop an understanding of how people and events of the past and present influence what happens in the world today
- B. **Skills:** During the unit, students will learn about the following concepts:
 - 1. Using timelines to distinguish between past, present, and future
 - 2. Using a variety of sources to gather and record information about the past
 - 3. Using biographies, narratives, Bible stories, and folk tales to describe the lives of both ordinary and extraordinary people.
 - 4. Using maps, photographs, news stories, websites and or video images to explain changes in daily life in a community.
 - 5. Creating and maintaining a calendar to track important school days, holy days, holidays, and parish events.
 - 6. The significance of political and religious holidays
 - 7. Summarizing historical events in our community using a variety of sources
 - 8. The importance of the Pledge of Allegiance
 - 9. The history of our local community: its founders and leaders
 - 10. The various Native American tribes in the United States
 - 11. Inventions of the past and present
- C. **Assessment(s):**
 - 1. Students will be able to identify a primary source.
 - 2. Students will be able to read a timeline and identify the order of events on the timeline.
 - 3. Students will be able to identify inventions from the past and present.
 - 4. Students will write about how communities change over time.
 - 5. Students will be able to recite the Pledge of Allegiance to show respect for our country.
 - 6. Students will draw a symbol of our country.

II. Economics

- A. **Concept:** Students explore how people organize, use resources and depend on one another for the production, distribution and consumption of goods and services.
- B. **Skills:** During the unit, students will learn about the following concepts:
 - 1. Various types of economic resources (human, natural, agricultural, etc...)
 - 2. Consumption and consumers
 - 3. Community workers
 - 4. Goods and services
 - 5. Difference between public and private goods and services
 - 6. Trade (local, nationwide, and global)
 - 7. Money and its impact on trade
 - 8. Savings
- C. **Assessment(s):**
 - 1. Students will draw a picture of a human, natural and agricultural resource.
 - 2. Students will be able to identify a community worker.
 - 3. Students will list service workers in their community and tell why they are important.

4. Students will identify pictures of people providing goods and services.
5. Students will tell why people trade with other states and countries.
6. Tell why the United States trades for goods it can't produce.
7. Students will tell why people save money.

III. Civics and Government

A. Concept:

1. Students learn that they are citizens of their community, nation, and world and the importance of the contributions they make to be responsible, engaged citizens.
2. Students gain understanding in how people create, interact with, and change structures of power, authority, and governance that protect the rights of people.

B. Skills: During the unit, students will learn about the following concepts:

1. Good citizenship (rights, responsibilities) in light of Catholic values
2. Contributions of various groups (age, cultural backgrounds, etc...)
3. Current events
4. Importance of community rules
5. Consequences of violating laws
6. Conflict resolution
7. Significant U.S. political documents and the rights they guarantee to citizens
8. Significant scriptural references which guide people in being good citizens
9. Purpose and importance of responsible local, state, and national government
10. Community leaders at local, state and national levels (mayor, governor, President)
11. Equal rights as foundation of U.S. government
12. Services provided by local governments (police, fire, parks, library, etc...)

C. Assessment(s):

1. Students will act out how to be a good citizen at school.
2. Students will draw a picture of one basic right a United States citizen has.
3. Draw a picture of someone following a law and tell why it is important.
4. Students will know what a governor leads.

IV. Discipleship

A. Concept: Students understand the impact of Catholic faith on all aspects of the study of interactions among individuals, groups, institutions, past and present.

B. Skills: During the unit, students will learn about the following concepts:

1. Unique gifts and talents of individuals
2. Customs and traditions of the various ethnic groups
3. Characteristics of families based on where they live and how they make a living
4. Media influence of opinions, choices and decisions
5. Bible stories reference Jesus' and his disciples' work on behalf of the poor and marginalized
6. Influences on the classroom and school community (laws rules, peer pressure)
7. Cooperation and problem solving
8. Areas of need within our community and how individuals and groups can help

C. Assessment(s):

1. Students will make cards for veterans, make a themed decoration for nursing home residents.
2. Students will do a virtue walk.

3. Students will take part in the Living Rosary in October.
4. Students will participate in Mass. (Intercessions, gifts, cross bearer, reader, etc.)

V. Ongoing Concepts and Skills

- A. **Concept:** Throughout each unit of study, students will practice recalling the main idea and details of a text and illustrate examples of main details from a story.
- B. **Skills:** During the unit, students will learn about the following concepts:
 1. Main idea
 2. Details
 3. Text
 4. Story
 5. Support
 6. Evidence
- C. **Assessment(s):**
 1. Students will be able to recognize cause and effect.
 2. Students will be able to compare and contrast texts.
 3. Students will identify main ideas and details in a paragraph.
 4. Students will be able to read and make a flowchart.
 5. Students will use details to draw a conclusion.
 6. Students will learn how to solve problems.
 7. Students will identify facts and opinions.

Third Grade Social Studies Curriculum

I. Community

- A. **Concept:** student will be able to identify what makes a good community and differentiate the three types of communities
- B. **Skills:** students will be able to identify and differentiate:
 - 1. three types of communities; rural, urban and suburban
 - 2. Physical land features and how they affect community development
 - 3. Job opportunities
 - 4. Various cultures and what they bring to the community
 - 5. Commuting
- C. **Assessment:**
 - 1. Given an unfamiliar community location on a map, students will identify three reasons that community was established in that location.
 - 2. Students will choose which type of community they would like to live in and write a 3-5 sentence paragraph explaining why. Using the following concepts within their description:
 - a) land features
 - b) job opportunities
 - c) work-home commute
 - d) noise
 - e) space
 - f) leisure time activities
 - g) city v. rural
 - h) access to medical

II. Geography

- A. **Concept:** student will be able to examine ways people interact with the physical environment and natural resources.
- B. **Skill:** Examine (Investigate) using map skills
 - 1. Landform Features (river, lake ocean bay, mountain, hill plateau island coast peninsula, land, water, air, continents,)
 - 2. Resources--renewable and non-renewable, in the ground, on the ground. Air as a resource.
- C. **Assessment:** Students will choose a family activity and analyze how they interact with the environment (for example, fishing: metal for the hook, gasoline for the boat, fresh water, aluminum for the boat, fiberglass -sand-)
- D. **For future assessment consideration:** Having students locate, identify, and describe the various resources on a map with 80% proficiency.

III. History

- A. **Concepts:** students will be able to...
 - 1. Investigating both primary and secondary resources, students will sequence historical events.
 - 2. Construct a short narrative using descriptive details and clear event sequences.
- B. **Skills:**

1. investigating,
 2. ordering (sequencing)
 3. Identifying resources; primary and secondary
 4. journals/diaries
 5. first hand accounts, biographies, autobiographies, history
- C. **Assessment:** Given 10 historical events (on cards, cutting out events, paper and pencil tests, online computer test) students will correctly order them with 80% proficiency. Having done this, they will then write 2-3 sentences explaining how one event leads to another.

IV. Government:

- A. **Concept:** students will be able to explain the basic purpose and structure of government and an individual's responsibility to peers, family and community.
- B. **Skills:** students will be able to...
1. Analyze government (three branches and three levels)
 2. Compare and Contrast (levels of government)
 3. Define and identify: democratic rules, laws, government, taxes, benefits, voting, rights and responsibilities
 4. Properly describe the function(s) of each branch of government
 5. Identify government buildings
- C. **Assessments:**
1. Given the titles of the three branches of government and various functions, students will correctly assign the function to the branch of government.
 2. During a mock election, students will campaign for their (stuffed animal) candidate, including campaign speeches, literature, and commercials which address individual responsibility to peers, family, and community)

V. Economics

- A. **Concept:** student will be able to demonstrate economic awareness through personal spending and saving decisions.
- B. **Skills:** demonstrate and decide.
1. Understand and define the concepts of:
 - a) economy,
 - b) needs and wants,
 - c) goods and services,
 - d) banking: lending, saving, interest
 - e) Supply and demand,
 - f) profit,
 - g) trading/bartering,
 - h) import/export,
 - i) Budget: cash, credit cards and coupons
- C. **Assessment:** Given a "budget" of accumulated "coupons" students will describe their spending plan in a conference and then use the coupons to purchase "merchandise" (pizza party if class is successful)

VI. Cultural Diversity

- A. **Concept:** compare and contrast the important contributions of diverse cultures including the Catholic Church

- B. **Skills:** students will be able to compare and contrast the following concepts:
 - 1. Concepts
 - 2. Diversity
 - 3. Culture
 - 4. Contributions
- C. **Assessment:** (End of the year assessment where students compare Hispanic Catholic and secular traditions with American Catholic and secular traditions--holidays, traditions, charity, ancestors)

VII. Social Justice

- A. **Concept:** students will participate in local and global Catholic social justice activities.
- B. **Skills:** participation
- C. **Assessments:**
 - 1. Advent service project benefiting local homeless and hungry
 - a) Casa Hogar, serve a homemade meal. Nursing home visits. Catholic Schools week rake leaves event. Making cards for vets.
 - 2. Lenten mite boxes

Fourth Grade Social Studies Curriculum

V. Geographical Features and Map Skills

SWBAT use map skills to locate the important geographic places and important landmarks in Wisconsin

- A. **Concept(s):** Geography (including review of world geography to understand where Wisconsin is located in relation to other regions and landforms)
 - 1. Landmarks
 - 2. Capitol
 - 3. Diocese
 - 4. Hometown
 - 5. Industry (farming, lumber, etc...)
 - 6. Sports
 - 7. Landmarks related to current events/changes at discretion of teacher
- B. **Skills:**
 - 1. Using map skills (latitude, longitude, coordinates)
 - 2. Locating and labeling important geographical locations and landmarks
- C. **Assessment(s):** Given a blank map of Wisconsin, students will use map skills to locate and then label important places such as the following:
 - 1. The Ice Age Trail
 - 2. The Capitol
 - 3. Kettle Moraine
 - 4. La Crosse (location of the Diocese we are affiliated with)
 - 5. Green Bay
 - 6. Milwaukee
 - 7. Native American landmarks and residences.
 - 8. Other places of cultural and historical significance

VI. People and Cultures

- 1. SWBAT analyze how Native American cultures have impacted Wisconsin through their history and traditions
 - A. **Concepts:**
 - 1. Native American- what it means to be “native;” proper pronunciation of tribal names
 - 2. Way of life
 - 3. Resources found in nature
 - 4. Traditions and cultures
 - 5. Effects of wars such as French and Indian War and the War of 1812 (many cities grew from war-time forts)
 - 6. Influence of French and Jesuit Missionaries
 - B. **Skill:** Analysis--how to think like a historian
 - C. **Assessment:** Given a Native American tribe students will create a project that displays an understanding of the tribe’s influence on Wisconsin and lasting impact on the culture today.
 - 1. Reports
 - 2. Project
 - 3. PowerPoint presentation

People and Cultures continued...

2. SWBAT students will analyze the impact of early and recent immigration on the state of Wisconsin.

D. Concepts:

1. Immigrant groups, why they left their native lands, what about Wisconsin attracted them? How did they travel here?
 - a) Way of life
 - b) Traditions and cultures
 - c) What is “culture” and how is it represented (in our own and other groups)?
 - d) Food
 - e) Language
 - f) Environment
 - g) Religion
2. Investigation of the following immigrant groups and their impact on Wisconsin throughout history
 - a) French
 - b) Northern Europeans
 - c) British
 - d) Hmong
 - e) Laos
 - f) St Anne Parish
 - g) Other groups
3. Barriers to adapting to a new culture
4. Positive contributions of others to our Wisconsin culture
5. Catholic Social Justice teaching and refugees

E. Skills:

1. Using map skills to identify the routes immigrants would have taken, including travel by waterways (what dangers and hardships did they face?)
2. Comparing and contrasting cultural groups
3. Incorporate Catholic values to create positive relationships between different groups of people

F. **Assessment:** Verbally, in writing, or in a visual presentation, students will compare and contrast different immigrant groups and their influence on Wisconsin.

VII. Natural Resources

SWBAT understand the historical significance of and use of natural resources in Wisconsin

A. Concepts:

1. Fur Trade Era: Exploration and Exchange
2. The Lumber Trade in Wisconsin
3. Mining in Wisconsin
4. Other Resources

B. **Skill:** Analysis and investigation

C. **Assessments:** Through report or project, students will reflect on the content to recall the use of our natural resources of the past, and how they relate to the present and future.

VIII. History of Wisconsin Statehood

SWBAT analyze historical events that led to the statehood of Wisconsin

A. Concepts:

1. “Historical: events vs. “non-historical” events
2. Wars, treaties, turning points
3. Statehood
4. Obligations
5. Protections
6. Privileges
7. Process from Native land to territory to state
8. Surveying to determine boundaries
9. Significance of industry and resources mining (badgers) meat industry (packers) dairy farming (cheeseheads) in shaping our culture

B. **Skill:** Analysis: Breaking larger ideas down and thinking like a historian

C. **Assessment:** Students will demonstrate orally, in writing, or through a visual presentation the major events that led to Wisconsin’s statehood.

IX. Government

SWBAT explain how the government of Wisconsin affects you as a citizen.

A. Concepts:

1. Understand the history of Wisconsin’s government and describe how it functions today
2. Understanding the process of making a bill a law
3. List ways citizens can be involved in government
4. Explain the rights and responsibilities of a Catholic citizen in Wisconsin
5. Identify the significance of religious, national, and state holidays
6. Identify the historical significance of the state symbols

B. **Skills:** Explain the significance of each concept listed above

C. **Assessment:** Orally, in writing, or by a visual presentation, students will describe the purpose and function of the government and their role as a Catholic citizen.

X. Economy

SWBAT identify local goods and services that are part of the global economy and explain their use in Wisconsin

A. Concepts:

1. Local economy
2. Global Economy
3. Goods and services
4. Dairy
5. Waterways
6. Lumber and paper industry
7. Transportation
8. Railroads
9. Farming
10. Factories
11. Inventors (John Deere)

12. Newsboys
13. Sports Teams
14. Meat Industry
15. Other

- B. Skills:** Using illustrations, explanations, examples, and analogies, students will identify local goods and services that are part of the global economy and explain their use in Wisconsin
- C. Assessments:** Orally, in writing, on with a visual presentation, students will give multiple examples of local goods and services and explain how they are important parts of both the local and global economy.

Fifth Grade Social Studies Curriculum

I. Geographical Features and Map Skills

SWBAT demonstrate an understanding of the purpose and use of a variety of maps

A. Concept(s):

1. Parts of a map
2. Types of maps

B. Skills:

1. Interpret information from a map.
2. Apply map skills (latitude, longitude)

C. Assessment(s): Given a map, students will use map skills to locate and then label important events such as the following:

1. The Columbian Exchange
2. Paul Revere's Ride
3. Explorers' Routes
4. Battles

II. Native Americans in the Americas

SWBAT understand relationships between/among the Native Americans and Europeans.

A. Concept(s):

1. Conflict
2. Cooperation
3. Resources
4. Religion
5. Alliances
6. Trade

B. Skills:

1. Identify the causes of conflict and cooperation among the population

C. Assessment(s): Identify various viewpoints

III. European Exploration

SWBAT identify the cause and effect relationship of exploration by major European groups.

A. Concept(s):

1. Landmarks
2. Discoveries
3. Motives for explorations
4. Positive and negative results of exploration
5. Contributions of explorers

B. Skills:

1. Identify the reasons for European exploration.
2. Analyze the impact of exploration on technology.
3. Draw conclusions about the influences of exploration

C. Assessment(s): Create a timeline to demonstrate knowledge of key events.

IV. Colonization

SWBAT analyze the factors that influenced the colonization of America

A. Concept(s):

1. Religious freedom
2. Famine
3. Conflict
4. Better life
5. Slavery
6. Resources

B. Skills:

1. Trace the development of representative government in Virginia.
2. Analyse the impact of geography and climate on Colonial America.
3. Analyse the needs for establishing a colony.
4. Identify religions by region
5. Summarize the development of slavery in America

C. Assessment(s):

1. Illustrate and describe a colonial town.
2. Label the thirteen original colonies.

V. American Revolution

SWBAT summarize the major events before, during, and after the American Revolution.

A. Concept(s):

1. Taxation
2. Protests
3. Government-self governance vs. rule
4. Significant Leaders & Individuals' contributions
5. French and Indian War
6. Alliances
7. Battles
8. Individual contributions
9. Stages of government

B. Skills:

1. Describe the effects of protests
2. Explain how British actions caused colonists to forge alliances
3. Identify key figures before, during, and after the American Revolution
4. Summarize the significance of key battles
5. Describe Patriot vs. Loyalist point of view

C. Assessment(s):

1. Create a timeline demonstrating key events before, during, and after the American Revolution
2. Debate the merits of the war from the Patriot viewpoint vs. the Loyalist viewpoint

VI. US Government

SWBAT explain the creation and structure of the U.S. government.

A. Concept(s):

1. Articles of Confederation
2. Branches of government
3. Representation
4. Constitution
5. Early Presidents
6. Amendments
7. Voting rights

B. Skills:

1. Explain how American government developed after the American Revolution
2. Explain the powers of government
3. Compare and contrast the Virginia Plan vs. the New Jersey Plan
4. Compare and contrast the Articles of Confederation vs. the US Constitution.
5. Describe the process that led to the ratification of the US Constitution.
6. Summarize enfranchisement vs. disenfranchisement as it relates to voting rights

C. Assessment(s):

1. Create your own Bill of Rights
2. Create a T-chart including the Branches of Government including power, responsibilities, and checks and balances
3. Create a Timeline illustrating road to ratification

VII. Westward Expansion

SWBAT describe the westward expansion of the U.S.

A. Concept(s):

1. The Louisiana Purchase
2. Geography of the new land
3. Lewis and Clark (Corp of Discovery)
4. Gold Rush
5. Trail of Tears
6. Railroads, Roads, Canals, & Inventions
7. Immigrants
8. Expansion vs. Containment of Slavery
9. Trails
10. Manifest Destiny
11. War with Mexico
12. Statehood

B. Skills:

1. Summarize the cause and effects of the Louisiana Purchase.
2. Understand the importance and goals of the Lewis and Clark expedition and the impact on westward expansion
3. Summarize the causes and effects of the “Indian Removal Act” including the trail of tears.
4. Describe the importance of the cotton gin and westward expansion in the spread of slavery.
5. Summarize the influences of the various immigrant groups in the early years of the United States.

6. Analyze how new transportation systems affected how and where people settled.
7. Describe how advances in technology revolutionized land and water transportation, movement of people, and settlement.
8. Describe the concept of Manifest Destiny as an understanding by Americans that their nation would extend to the Pacific Coast.
9. Identify the impact treaties had on expansion.
10. Understand the impact the Mexican American War had on expansion.
11. Identify the variety of routes to the west and why people traveled them.
12. Analyze the variety of economic opportunities that developed out of the gold rush

C. Assessment(s): Write a report on the causes and effects of the Louisiana Purchase and its impact on America.

VIII. Civil War

SWBAT describe the causes and effects of the American Civil War.

A. Concept(s):

1. Missouri Compromise
2. Kansas-Nebraska Act
3. Dred Scott
4. Compromise of 1850
5. Struggles over Slavery (containment vs. expansion)
6. Underground Railroad
7. Abolitionists
8. Secession
9. The Election of 1860
10. Union/Confederacy
11. Generals/Battles/Strategies
12. Life During the war.
13. Victories/Losses
14. Advances in wartime technology
15. Lincoln's Assassination
16. Reconstruction (physical rebuild, amendments to the Constitution)

B. Skills:

1. Understand the economic, political, and geographic differences between the North and the South in the years before the war.
2. Describe the efforts that were made to keep the country from dividing.
3. Understand the importance of the election of 1860 and how it was a catalyst for the south to secede.
4. Assess the strengths and weaknesses of the North and South.
5. Understand the importance of new technologies to the way the war was fought and its outcome.
6. Compare the strategies, important battles, and leadership during the war (Jefferson Vs. Davis).
7. Explain the impact of letters, newspapers, and photographs that brought the war to the homefront.
8. Identify the role of women, African Americans, and Native Americans during the Civil War.
9. Understand the hardships on and off the battlefield.
10. Identify the significant battles and turning point leading to the war's end.

11. Describe the accomplishments of Robert E. Lee, Ulysses S. Grant, and William T. Sherman.
12. Explain the human and material costs of the war in the North and South.
13. Describe the significance of the Gettysburg address.
14. Know how Abraham Lincoln died, and understand the effects of his assassination on reconstruction.
15. Compare and contrast the different aims and plans towards Reconstruction held by Congress, and Presidents Lincoln and Jefferson
16. Understand the impact on racial relations in the United States made by Reconstruction.

C. Assessment(s):

1. Describe the issues and regional differences that made the Missouri Compromise and the Compromise of 1850 necessary.
2. Write a letter from the point of view of a Union or Confederate soldier describing his experiences.
3. Explain the lasting impact of the Civil War on our country.