

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIFTH

SUBJECT: SOCIAL STUDIES

DATE: 2016-2017

GRADING PERIOD: QUARTER 1

MASTER COPY 9-27-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
<p>Ways of Life Before and After the Arrival of the Europeans to 1610</p> <ul style="list-style-type: none"> • Early cultures and settlements 	<p>5.1.1: Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.</p>	<ul style="list-style-type: none"> • Identify early cultures and settlements (such as Anasazi, Mississippian, and Cahokia) in North America prior to the arrival of Europeans. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Culture • Europeans 	YES
<ul style="list-style-type: none"> • Indian groups • West • Southwest • Northwest • Arctic • Great Plains • Eastern Woodlands 	<p>5.1.3: Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.</p>	<ul style="list-style-type: none"> • Compare and contrast historic Indian groups of the different regions at the beginning of European exploration. • Show different styles of: <ul style="list-style-type: none"> – Housing settlements – Sources of food and clothing – Customs and traditions – Political and economic organization – Types and uses of technology. 	<ul style="list-style-type: none"> • Class notes • Compare & contrast T-chart • STEM Native American Shelter Project 	<ul style="list-style-type: none"> • Compare • Contrast • Technology 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
GEOGRAPHY					
The World in Spatial Terms <ul style="list-style-type: none"> • Latitude • Longitude 	5.3.1: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.	<ul style="list-style-type: none"> • Use lines of longitude and latitude to find specific locations on a map. • Describe locations in terms of degrees north or south of equator and east or west of the prime meridian. 	<ul style="list-style-type: none"> • Worksheets • Class discussion • BrainPOP 	<ul style="list-style-type: none"> • Latitude • Longitude • Equator • Prime Meridian 	YES
Places and Regions <ul style="list-style-type: none"> • Major rivers • Great Lakes • Mountain ranges 	5.3.3: Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	<ul style="list-style-type: none"> • Locate the following in the United States: <ul style="list-style-type: none"> – Major rivers – Great Lakes – Major mountain ranges 	<ul style="list-style-type: none"> • Worksheets • Map quiz • BrainPOP 	<ul style="list-style-type: none"> • Great Lakes • Elevation 	YES
<ul style="list-style-type: none"> • Native American settlements 	5.3.4: Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	<ul style="list-style-type: none"> • Identify Native American Indian and colonial settlements on maps. • Differentiate causes for Native American settlements in various locations considering natural resources available. 	<ul style="list-style-type: none"> • Group project • Map • Flip books 	<ul style="list-style-type: none"> • Natural resources • Transportation routes 	YES

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GEOGRAPHY					
Physical Systems <ul style="list-style-type: none"> Continental divide Major drainage basins 	5.3.5: Locate the continental divide and the major drainage basins in the United States.	<ul style="list-style-type: none"> Locate the continental divide. Locate the major drainage basins in the United States. 	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Continental divide Drainage basins 	YES
<ul style="list-style-type: none"> Climate regions 	5.3.6: Use maps to describe the characteristics of climate regions of the United States.	<ul style="list-style-type: none"> Locate and describe various climate regions of the United States on a map. 	<ul style="list-style-type: none"> Class discussion Worksheet 	<ul style="list-style-type: none"> Climate regions 	YES
<ul style="list-style-type: none"> Sources of fresh water 	5.3.7: Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	<ul style="list-style-type: none"> Identify major sources of accessible fresh water. Describe the impact of fresh water availability to the establishment of communities. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Water sources Great Lakes Rivers 	YES
<ul style="list-style-type: none"> Physical environment Adaptations 	5.3.11: Describe adaptations and how Native American Indians and colonists adapted to variations in the physical environment. *Left in Q2 for colonists	<ul style="list-style-type: none"> List resources available to Native Americans in different regions. Describe adaptations Native Americans needed to utilize in their physical environment. 	<ul style="list-style-type: none"> Group project - murals 	<ul style="list-style-type: none"> Longhouses Dugouts Teepee Bison Adobe Lumber 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
4th GRADE STANDARDS					
GEOGRAPHY					
The World in Spatial Terms <ul style="list-style-type: none"> Distance Relative location Map scale 	4.3.2: Estimate distances between two places on a map when referring to relative locations.	<ul style="list-style-type: none"> Use map scale to estimate distances between two places on a map. 	<ul style="list-style-type: none"> BrainPOP 	<ul style="list-style-type: none"> Relative location Absolute location Map scale Landmark 	YES
Environment and Society <ul style="list-style-type: none"> Indiana regions Physical features Cultural features 	4.3.12: Create maps of Indiana at different times in history showing regions and major physical and cultural features; give examples of how people in Indiana have modified their environment over time.	<ul style="list-style-type: none"> Review Native American groups and where they lived in Indiana. Review physical and cultural regions of Indiana. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Indiana regions Physical features Cultural features Modify 	YES

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HISTORY					
<p>Ways of Life Before and After the Arrival of Europeans to 1610</p> <ul style="list-style-type: none"> • European exploration • Major land/water routes • Reasons for exploration 	<p>5.1.2: Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.</p>	<ul style="list-style-type: none"> • Explain reasons for European exploration by land and by water. • Identify the contributions of the following explorers: <ul style="list-style-type: none"> – Viking – Christopher Columbus – Hernan Cortes – Hernando de Soto – Francisco Vasquez de Coronado – Jacques Cartier – Samuel de Champlain – Henry Cabot – Henry Hudson – John White 	<ul style="list-style-type: none"> • Class discussion • Flip book organizer 	<ul style="list-style-type: none"> • Land/water routes 	YES
<ul style="list-style-type: none"> • Origins • Physical structure • Social structure 	<p>5.1.4: Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.</p>	<ul style="list-style-type: none"> • Locate and compare the origins, physical structure and social structure of early settlements: <ul style="list-style-type: none"> – Spanish – French – British settlements 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • St. Augustine • Roanoke • Santa Fe • Jamestown • Spanish missions • French trade 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
Colonization and Settlements to 1607-1763 <ul style="list-style-type: none"> • Reasons for colonization 	5.1.5: Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.	<ul style="list-style-type: none"> • Compare and contrast the following reasons for colonization of America by Europe: <ul style="list-style-type: none"> – Religious – Political – Economic • Summarize reasons people moved to America: <ul style="list-style-type: none"> – Fleeing religious persecution – Searching for wealth – African slave trade 	<ul style="list-style-type: none"> • Compare and contrast T-chart 	<ul style="list-style-type: none"> • Slave trade • Religious persecution • Economic reasons 	YES
<ul style="list-style-type: none"> • Relationships between Native Americans and colonists 	5.1.6: Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	<ul style="list-style-type: none"> • Identify instances of both cooperation and conflict between Native Americans and colonists. • Explain relationships between the two cultures in: <ul style="list-style-type: none"> – Agriculture – Trade – Military alliances – Massacres 	<ul style="list-style-type: none"> • Short essay 	<ul style="list-style-type: none"> • Cooperation • Conflict • Culture • Alliances • Agriculture 	YES
<ul style="list-style-type: none"> • 13 British colonies 	5.1.7: Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.	<ul style="list-style-type: none"> • Identify and locate the 13 British colonies by region. • Describe the political, social, and economic organization and structure of each colonial region. 	<ul style="list-style-type: none"> • Worksheet • Note organizer • Map quiz 	<ul style="list-style-type: none"> • Colony • Slavery • Plantations • Town meetings • Town markets 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
Colonization and Settlements to 1607-1763 <ul style="list-style-type: none"> • Founders • Colonial settlements • British rule 	5.1.8: Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	<ul style="list-style-type: none"> • Describe early colonial resistance to British rule. • Identify the early founders of colonial settlements and state their importance: <ul style="list-style-type: none"> – John Smith – William Bradford – Roger Williams – Anne Hutchinson – John Winthrop – Thomas Hooker – George Whitefield – William Penn 	<ul style="list-style-type: none"> • Class discussion • Quiz 	<ul style="list-style-type: none"> • Founders • British rule 	YES
CIVICS AND GOVERNMENT					
Foundations of Government <ul style="list-style-type: none"> • Limited government • Individual rights • Colonial documents • Rule of law 	5.2.2: Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.	<ul style="list-style-type: none"> • Define limited government and rule of law. • Identify laws used in colonial documents to support individual rights. 	<ul style="list-style-type: none"> • Short essay • Class discussion 	<ul style="list-style-type: none"> • Limited government • Individual rights • Colonial documents - Mayflower Compact 	YES

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CIVICS AND GOVERNMENT					
Foundations of Government <ul style="list-style-type: none"> British colonies Representative government Self-government Democratic practices 	5.2.3: Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.	<ul style="list-style-type: none"> Explain how British colonists worked together to develop different forms of government for the colonies: <ul style="list-style-type: none"> Representative government Self-government Democratic practices 	<ul style="list-style-type: none"> Class discussion Short essay 	<ul style="list-style-type: none"> Representative government Self-government Democratic practices Town meetings Colonial legislative bodies Individual rights 	YES
GEOGRAPHY					
<ul style="list-style-type: none"> Colonial settlements 	5.3.4: Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.	<ul style="list-style-type: none"> Identify Native American Indian and colonial settlements on maps. Differentiate causes for colonial settlements in various locations. 	<ul style="list-style-type: none"> BrainPOP 	<ul style="list-style-type: none"> Natural resources Transportation routes 	YES
<ul style="list-style-type: none"> Spanish, British, French colonists 	5.3.8: Explain how the Spanish, British and French colonists altered the character and use of land in early America.	<ul style="list-style-type: none"> Explain how the Spanish, British and French colonists changed the character and use of land in early America. 	<ul style="list-style-type: none"> Note taking activity with colonial map 	<ul style="list-style-type: none"> Altered 	YES
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				KEY TERMS	
CIVICS AND GOVERNMENT					
<ul style="list-style-type: none"> • Manufacturing • Agricultural regions 	5.3.9: Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	<ul style="list-style-type: none"> • Generalize major agricultural items or products manufactured in the three colonial regions. • Summarize the changes that occurred with agriculture and manufacturing between 1600 and 1800. 	<ul style="list-style-type: none"> • Worksheet • National Geographic readers 	<ul style="list-style-type: none"> • Colonial manufacturing • Agricultural regions 	YES
<ul style="list-style-type: none"> • Historical map • Geographic representations • Interaction between Native Americans and Europeans 	5.3.10: Using historical maps and other geographic representations/ texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.	<ul style="list-style-type: none"> • Use historical maps and other geographic text. • Locate and explain the conflict over land by Native Americans and European colonists. • Identify specific reasons for conflict <ul style="list-style-type: none"> – Competition for resources – Boundary disputes – Cultural differences – Control of strategic locations 	<ul style="list-style-type: none"> • BrainPOP – French and Indian War 	<ul style="list-style-type: none"> • Competition • Boundary • Conflict • European colonists 	YES
<ul style="list-style-type: none"> • Physical environment • Adaptations 	5.3.11: Describe adaptations and how Native American Indians and colonists adapted to variations in the physical environment.	<ul style="list-style-type: none"> • List resources available to Native Americans in different regions. • Describe adaptations Native Americans needed to utilize in their physical environment. 	<ul style="list-style-type: none"> • Group project - murals 	<ul style="list-style-type: none"> • Longhouses • Dugouts • Teepee • Bison • Adobe • Lumber 	YES
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				KEY TERMS	
CIVICS AND GOVERNMENT					
	5.3.11: (cont.)	<ul style="list-style-type: none"> Identify specific dependence examples from each region: <ul style="list-style-type: none"> Plains (bison) Pacific Northwest (fishing) Describe choice of building materials and style of construction for shelter based on location and resources. 			
ECONOMICS					
<ul style="list-style-type: none"> Economic activity Economic incentives 	5.4.1: Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	<ul style="list-style-type: none"> Describe the economic activities used among Native American cultures before contact with Europeans. Describe the reasons for economic growth that motivated Europeans to explore the New World. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Barter Wampum Incentive Economics 	YES
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/	ISTEP

				KEY TERMS	
CIVICS AND GOVERNMENT					
<ul style="list-style-type: none"> Market economy 	<p>5.4.2: Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.</p>	<ul style="list-style-type: none"> Explain the role of a market economy in early colonial America. Give examples of how the colonial and early American economy exhibited the characteristics of a market economy. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Market economy Supply & demand Competition 	YES

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIFTH

SUBJECT: SOCIAL STUDIES

DATE: 2016-2017

GRADING PERIOD: QUARTER 3

MASTER COPY 9-27-16

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
The American Revolution: 1763 to 1783 <ul style="list-style-type: none"> American Revolution Causes that led to war 	5.1.9: Understand how political, religious, and economic ideas brought about the American Revolution.	<ul style="list-style-type: none"> Identify the political, religious, and economic ideas that led the colonists to protest the British rule in the New World. 	<ul style="list-style-type: none"> Short essay Timeline of events Reader’s Theater 	<ul style="list-style-type: none"> Resistance Taxes Rights Representation 	YES
<ul style="list-style-type: none"> Declaration of Independence Cause of war 	5.1.10: Analyze the causes of the American Revolution as outlined in the Declaration of Independence.	<ul style="list-style-type: none"> Summarize the causes of the American Revolution as outlined in the Declaration of Independence. 	<ul style="list-style-type: none"> Quiz – over causes 	<ul style="list-style-type: none"> Declaration of Independence Grievances First and Second Continental Congress Delegates 	YES
<ul style="list-style-type: none"> British and American leaders Revolutionary War 	5.1.11: Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	<ul style="list-style-type: none"> Identify major British and American leaders of the Revolutionary War. Describe their historical contribution to the fight for freedom. Identify important events leading up to the war. 	<ul style="list-style-type: none"> Worksheets Quiz – over people & events BrainPOP – Causes of the American Revolution 	<ul style="list-style-type: none"> King George III Lord Charles Cornwallis Benjamin Franklin Patrick Henry Thomas Jefferson John Adams 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
The American Revolution: 1763 to 1783 <ul style="list-style-type: none"> Revolutionary War 	5.1.11: (cont.)			<ul style="list-style-type: none"> Thomas Paine George Washington Boston Tea Party Lexington & Concord Common Sense Continental Congress Declaration of Independence 	
<ul style="list-style-type: none"> Allies Contributions 	5.1.12: Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	<ul style="list-style-type: none"> Describe evidence of foreign contributions that supported the colonists. Discuss specific individuals the supported the fight for independence. 	<ul style="list-style-type: none"> BrainPOP – Benjamin Franklin Graphic organizer 	<ul style="list-style-type: none"> Allies Contributions Marquis de Lafayette Tadeusz Kosciuszko, Baron von Steuben 	YES
<ul style="list-style-type: none"> Contributions Women Minorities 	5.1.13: Identify contributions of women and minorities during the American Revolution.	<ul style="list-style-type: none"> Identify contributions of women and minorities during the American Revolution. 	<ul style="list-style-type: none"> Class discussion Graphic organizer Worksheet 	<ul style="list-style-type: none"> Contributions Minorities Abigail Adams Martha Washington Mercy Otis Warren Molly Pitcher Phillis Wheatley 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
The American Revolution: 1763 to 1783 <ul style="list-style-type: none"> Contributions of Women Contributions of Minorities 	5.1.13: (cont.)			<ul style="list-style-type: none"> Deborah Sampson James Armistead Joseph Brant 	
<ul style="list-style-type: none"> Articles of Confederation Independence 	5.1.14: Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.	<ul style="list-style-type: none"> Summarize the outcome of the war and the consequences for the colonists. Describe the Articles of Confederation and the effect on the trade relationships of the new states. 	<ul style="list-style-type: none"> Class discussion BrainPOP – Articles of Confederation 	<ul style="list-style-type: none"> Consequences Strengths Weaknesses Articles of Confederation 	YES
Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800 <ul style="list-style-type: none"> US Constitution 	5.1.15: Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.	<ul style="list-style-type: none"> Explain why the United States Constitution was created in 1787. Summarize how it created a stronger union among the states. Identify people who contributed to the Constitution. 	<ul style="list-style-type: none"> BrainPOP – Constitution Class discussion 	<ul style="list-style-type: none"> Constitution Union George Washington James Madison George Mason Alexander Hamilton Great Compromise 3/5 Compromise 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
<p>Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800</p> <ul style="list-style-type: none"> • Bill of Rights 	<p>5.1.16: Describe the origins and drafting of the Bill of Rights, ratified in 1791.</p>	<ul style="list-style-type: none"> • Describe the origins and drafting of the Bill of Rights, ratified in 1791. • Summarize the reasons why the Bill of Rights were necessary. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Bill of Rights 	YES
<ul style="list-style-type: none"> • Political parties • Presidential election 	<p>5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.</p>	<ul style="list-style-type: none"> • Interpret and explain the development of the American political parties. • Describe how the first presidential election was impacted by the formation of political parties. 	<ul style="list-style-type: none"> • BrainPOP - Political parties • Class discussion 	<ul style="list-style-type: none"> • Political parties • Republican • Democrat • Presidential election • Alexander Hamilton • Thomas Jefferson (1800) • George Washington (1789 & 1792) • John Adams (1796) 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
HISTORY					
Chronological Thinking, Historical Comprehension, Analysis, and Interpretation, Research <ul style="list-style-type: none"> • Timelines of important people & events of early US History 	5.1.18: Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.	<ul style="list-style-type: none"> • Create timelines showing major people and events that shaped our US history from 1776 – 1801. • Interpret reading timelines to gain knowledge about early US history. 	<ul style="list-style-type: none"> • Timeliner – computer program 	<ul style="list-style-type: none"> • Timeline 	
<ul style="list-style-type: none"> • Fiction & Nonfiction Text Accounts • Formation of United States • Conflicts 	5.1.19: Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories’ historical details and sequence of events.	<ul style="list-style-type: none"> • Read fiction and nonfiction texts about the formation of the US. • Compare conflicts between groups of people during the formation of the US in the different texts. • Summarize how these conflicts were resolved. • Distinguish between fiction and nonfiction texts regarding: <ul style="list-style-type: none"> – Accuracy of historical details – Accuracy of sequence of event 	<ul style="list-style-type: none"> • Reader’s response journal • Cooperative group project • Compare and contrast short answer 	<ul style="list-style-type: none"> • Conflict • Sequence 	

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HISTORY					
<p>Chronological Thinking, Historical Comprehension, Analysis, and Interpretation, Research</p> <ul style="list-style-type: none"> • Primary sources • Secondary sources 	<p>5.1.20: Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.</p>	<ul style="list-style-type: none"> • Read primary and secondary sources. • Examine a historical account about an issue of the time. • Reconstruct the literal meaning of the passages read by identifying <ul style="list-style-type: none"> – Who was involved – What happened – Where it happened – What events led this issue – What consequences or outcomes followed 	<ul style="list-style-type: none"> • Class discussion • Reader’s response journal 	<ul style="list-style-type: none"> • Primary sources • Secondary sources • Quartering troops • Separation from Britain • Origins of slavery in the colonies 	YES
<ul style="list-style-type: none"> • Founding Era of the United States 	<p>5.1.21: Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p>	<ul style="list-style-type: none"> • Read primary and secondary sources about a problem confronting people during the beginning of the US. • Present significant information describing a problem confronting people during this time. 	<ul style="list-style-type: none"> • Reader’s response journal • Class discussion 	<ul style="list-style-type: none"> • Primary sources • Secondary sources 	

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HISTORY					
Chronological Thinking, Historical Comprehension, Analysis, and Interpretation, Research <ul style="list-style-type: none"> American Artists & Writers Traditional Arts & Crafts Cultural landscape 	5.1.22: Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.	<ul style="list-style-type: none"> Identify important early American artists and writers and their contributions to US history. Describe how the nation’s cultural landscape was altered by traditional arts and crafts. 	<ul style="list-style-type: none"> Class discussion Art project 	<ul style="list-style-type: none"> American writers American artists Paul Revere Traditional arts & crafts 	
CIVICS & GOVERNMENT					
Foundations of Government <ul style="list-style-type: none"> Government Preamble Constitution 	5.2.1: Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	<ul style="list-style-type: none"> Summarize the basic principles included in the Preamble to the Constitution. 	<ul style="list-style-type: none"> Short essay 	<ul style="list-style-type: none"> Preamble Constitution 	YES
<ul style="list-style-type: none"> Key Ideas about Government Important Historical Documents 	5.2.4: Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.	<ul style="list-style-type: none"> Identify important ideas about government as stated in famous historical documents: <ul style="list-style-type: none"> Declaration of Independence Articles of Confederation Northwest Ordinance 	<ul style="list-style-type: none"> Class discussion Small group project Vocab quiz 	<ul style="list-style-type: none"> Union Popular sovereignty Republican government Constitutional government 	YES

		<ul style="list-style-type: none"> – US Constitution – Bill of Rights 		<ul style="list-style-type: none"> • Federal government • Federalism 	
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
CIVICS & GOVERNMENT					
Foundations of Government <ul style="list-style-type: none"> • Important Historical Documents 	5.2.4: (cont.)			<ul style="list-style-type: none"> • Individual rights • Declaration of Independence • Articles of Confederation • Northwest Ordinance • Constitution • Bill of Rights 	
<ul style="list-style-type: none"> • Individual rights • Bill of Rights 	5.2.5: Describe and give examples of individual rights guaranteed by the Bill of Rights.	<ul style="list-style-type: none"> • Describe how the Bill of Rights guarantees individual rights to groups of people. 	<ul style="list-style-type: none"> • Class discussion • Role play letter to delegates of Congress 	<ul style="list-style-type: none"> • Individual rights • Guaranteed • Bill of Rights • Freedom of religion • Freedom of speech • Due process 	YES
GEOGRAPHY					
Environment and Society <ul style="list-style-type: none"> • Physical features • Influence historical events 	5.3.12: Describe and analyze how specific physical features influenced historical events and movements.	<ul style="list-style-type: none"> • Identify how specific physical features of the United States influenced historical events and movements. 	<ul style="list-style-type: none"> • Class discussion • Map worksheet 	<ul style="list-style-type: none"> • Physical features • George Washington’s HQ at Valley Forge 	YES

				<ul style="list-style-type: none"> Francis Marion in SC swamps 	
CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY/ KEY TERMS	ISTEP
CIVICS & GOVERNMENT					
Environment and Society	5.3.12: (cont.)			<ul style="list-style-type: none"> George Rogers Clark in Ohio River Valley 	
FOURTH GRADE STANDARDS					
HISTORY					
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research <ul style="list-style-type: none"> Opinion Historical documents 	4.1.16: Identify different opinions in historical documents and other information resources and identify the central question each narrative addresses.	<ul style="list-style-type: none"> Identify different opinions in various historical documents and resources. Summarize the main idea in each narrative resource addresses. 	<ul style="list-style-type: none"> Reader's response journal Class discussion 	<ul style="list-style-type: none"> Opinion Main idea 	YES

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: FIFTH

SUBJECT: SOCIAL STUDIES

DATE: 2016-2017

GRADING PERIOD: QUARTER 4

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CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
CIVICS & GOVERNMENT					
Foundations of Government <ul style="list-style-type: none"> • Primary election • General election 	5.2.6: Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.	<ul style="list-style-type: none"> • Summarize the process used for primary and general elections for local, state, and national offices. • Summarize election process used to select congressional and presidential offices. 	<ul style="list-style-type: none"> • Class discussion • BrainPOP – Voting & Presidential Election 	<ul style="list-style-type: none"> • Primary election • General election • Congress • President • Mayor • Governor • 	YES
<ul style="list-style-type: none"> • Branches of government 	5.2.7: Identify the three branches of the United States government and explain the functions of each.	<ul style="list-style-type: none"> • Identify the three branches of government established in our US Constitution. • Explain the role and responsibilities of each branch of government and who is involved. 	<ul style="list-style-type: none"> • BrainPOP – Branches of Government • Quiz – role of each branch 	<ul style="list-style-type: none"> • Branches of Government <ul style="list-style-type: none"> – Legislative – Executive – Judicial • Separation of powers • Checks and balances 	YES
<ul style="list-style-type: none"> • Civic virtues • Civic responsibility 	5.2.8: Describe group and Individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.	<ul style="list-style-type: none"> • Identify and describe actions that individuals can do to show civic responsibility to our nation. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Civic virtues • Civic responsibility • Cooperation • Voting • Jury duty 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
CIVICS & GOVERNMENT					
Roles of Citizens <ul style="list-style-type: none"> • Citizens • Opinions • Government • Election process 	5.2.9: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.	<ul style="list-style-type: none"> • Identify and compare ways citizens may participate in our government. 	<ul style="list-style-type: none"> • Class discussion 	<ul style="list-style-type: none"> • Citizens • Voice opinions • Election process 	YES
<ul style="list-style-type: none"> • Civic responsibility • Individual rights • Common good • Information resources 	5.2.10: Use a variety of Information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.	<ul style="list-style-type: none"> • Explain current issues related to civic responsibility of citizens. • Evaluate current issues in terms of individual rights and the common good. 	<ul style="list-style-type: none"> • Class discussion • Small group debate 	<ul style="list-style-type: none"> • Civic responsibility • Individual rights • Common good • Information resources 	YES
GEOGRAPHY					
Places and Regions <ul style="list-style-type: none"> • Cultural regions • Physical regions 	5.3.2: Identify and describe cultural and physical regions of the United States.	<ul style="list-style-type: none"> • Differentiate between cultural and physical regions in the United States. 	<ul style="list-style-type: none"> • Map worksheets 	<ul style="list-style-type: none"> • Cultural regions • Physical regions 	YES
<ul style="list-style-type: none"> • Major cities • States • Capitals 	5.3.3: Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	<ul style="list-style-type: none"> • Label major cities, states, and capitals in the United States. • Label major rivers, the Great Lakes, and major mountain ranges in the United States. 	<ul style="list-style-type: none"> • Worksheets • Map quiz to identify states and capitals • Flash cards 	<ul style="list-style-type: none"> • Capitals 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
ECONOMICS					
<ul style="list-style-type: none"> Trade barriers 	5.4.3: Define types of trade barriers.	<ul style="list-style-type: none"> Define types of trade barriers such as tariffs, quotas, or embargos. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Trade barriers 	
<ul style="list-style-type: none"> Technological developments Major invention Business productivity 	5.4.4: Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	<ul style="list-style-type: none"> Explain the importance of technology and inventions on business during the early development of the US. 	<ul style="list-style-type: none"> Class discussion Small group project Short essay 	<ul style="list-style-type: none"> Technology Inventions Business productivity 	YES
<ul style="list-style-type: none"> Specialization Capital resources Productivity 	5.4.5: Explain how education and training, specialization and investment in capital resources increase productivity.	<ul style="list-style-type: none"> Explain how productivity is increased by specialization, education and investment in capital resources. 	<ul style="list-style-type: none"> Class discussion Small group project with leveled readers 	<ul style="list-style-type: none"> Capital resources Productivity Goods Services 	YES
<ul style="list-style-type: none"> Economic reasoning Careers Specialization 	5.4.6: Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.	<ul style="list-style-type: none"> Describe how certain careers are more common in one region than another. Describe how specialization has a positive result in business. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Economic reasoning Careers Specialization 	YES
<ul style="list-style-type: none"> Supply Demand Price Producer Consumer 	5.4.7: Predict the effect of changes in supply and demand on price.	<ul style="list-style-type: none"> Predict how supply and demand plays a role in setting the price of a good or service. 	<ul style="list-style-type: none"> Worksheet Class discussion 	<ul style="list-style-type: none"> Supply Demand Price Producer Consumer 	YES
<ul style="list-style-type: none"> Goods Services Price 	5.4.8: Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	<ul style="list-style-type: none"> Explain how changes in the price of goods and services influenced historical events in the United States such as: <ul style="list-style-type: none"> price of cotton 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Price 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
ECONOMICS					
	5.4.9: (cont.)	<ul style="list-style-type: none"> – price of beaver pelts – price of gold 			
<ul style="list-style-type: none"> • Personal budget 	5.4.9: Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.	<ul style="list-style-type: none"> • Define a personal budget and explain its purpose. • Compare factors that influence household decisions on saving and spending money. • Describe how budgets and household decisions have changed over the course of history. 	<ul style="list-style-type: none"> • Class discussion • Worksheet 	<ul style="list-style-type: none"> • Personal budget • Household saving & spending 	YES
FOURTH GRADE STANDARDS					
CIVICS AND GOVERNMENT					
Functions of Government <ul style="list-style-type: none"> • State government offices 	4.2.4: Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment.	<ul style="list-style-type: none"> • Identify major state offices and the powers associated with them. • Explain how state offices are chosen by election or appointment. 	<ul style="list-style-type: none"> • Class discussion • BrainPOP - election 	<ul style="list-style-type: none"> • State government office <ul style="list-style-type: none"> – Governor – Lieutenant governor – Chief justice – State senators – State representatives 	YES

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ISTEP
FOURTH GRADE STANDARDS					
ECONOMICS					
<ul style="list-style-type: none"> Functions of money 	4.4.6: List the functions of money and compare and contrast things that have been used as money in the past in Indiana, the United States and the world.	<ul style="list-style-type: none"> Identify the role of money in our economy. Compare and contrast forms of money used in the past. 	<ul style="list-style-type: none"> Class discussion Compare and contrast T-chart 	<ul style="list-style-type: none"> Functions of money Value Trade 	YES
<ul style="list-style-type: none"> Profit Entrepreneurs 	4.4.8: Define profit and describe How profit is an incentive for entrepreneurs.	<ul style="list-style-type: none"> Describe how businesses make a profit. Describe how profit is a positive incentive for entrepreneurs. 	<ul style="list-style-type: none"> Class discussion Profit worksheet 	<ul style="list-style-type: none"> Profit Entrepreneur 	YES
<ul style="list-style-type: none"> Goods Services State & Local government Tax revenue 	4.4.9: Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.	<ul style="list-style-type: none"> Identify important goods and services provided by state and local governments. State examples of how tax revenues are used. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Goods Services Tax revenue 	YES
<ul style="list-style-type: none"> Savings plan Budget 	4.4.10: Explain how people save, develop a savings plan, and create a budget in order to make a future purchase.	<ul style="list-style-type: none"> Explain ways people can save money, develop a savings plan, and create a budget in order to purchase a need or want. 	<ul style="list-style-type: none"> Class discussion 	<ul style="list-style-type: none"> Savings plan Budget Purchase 	YES