

Our Lady of the Lake Roman Catholic School
Yearly Course Outline
Social Studies
Fifth Grade
2023–2024

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Teacher's Room Number: 301

Course Description

Students will engage in social studies through civic involvement and literacy. They will learn about their world while covering the core social studies standards and will interact with the content by connecting, investigating, synthesizing, and demonstrating their understanding. We will study the first Americans through Westward expansion.

Instructional Materials

Building Our Country: myWorld Interactive (Savvas Learning Company)

Methods of Assessment and Distribution

All test, quiz, activity, and homework grades will be posted on PowerSchool (www.ollpowerschool.org). Please check for postings frequently. Each quarter, four test-, four quiz-, and two activity-weighted assessments will be administered.

Assessment Weighting

60% Tests

30% Quizzes

10% Homework

Grading Scale

A: 100-94

B: 93-86

C: 85-78

D: 77-70

U: 69 and below

Tentative Course Calendar

**** Dates and course content are subject to change at discretion of teacher or administration. ****

| Week | Standards | Objectives (The learner will . . .) | Instructional Materials | Assessments |
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| 1st Quarter | | | | |
| Week 1 <i>Aug. 14-18</i> 8/18 Summer reading due | 5.2.1 5.4.1 | <p>...identify and describe the ways of life of the ancient American Indians.</p> <p>...compare and contrast how geography and climate influenced American Indian groups differently.</p> | Chapter 1: The First Americans, Lesson 1: Ancient American Indian Civilizations (pages 6 – 15) | Quiz 1 (Ch1, L1) |
| Week 2 <i>Aug. 21-25</i> | 5.2.1 5.4.1 | <p>...define <i>culture</i> and explain how it led to diversity among early American Indians....describe the roles of men, women, and children in American Indian society.</p> <p>...describe various features of American Indian religious life. (L2)</p> <p>...describe how American Indian groups chose leaders and governed themselves.</p> <p>...define the term <i>economy</i> and describe ways in which American Indian groups used local resources to survive. (L3)</p> | Chapter 1: The First Americans, Lesson 2: American Indian Culture (pages 16 – 23) | |
| Week 3 <i>Aug. 28- Sept. 01</i> | 5.2.1 5.4.1 5.1.1 5.2.2 5.2.4 5.3.3 5.4.1 5.8.1 | <p>...describe how American Indian groups chose leaders and governed themselves.</p> <p>...define the term <i>economy</i> and describe ways in which American Indian groups used local resources to survive. (L3)</p> <p>...analyze the impact on the advancement of innovations such as improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass, and the chronometer.</p> <p>...summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.</p> <p>... identify Portuguese explorer Vasco de Gama as the first</p> | Chapter 1: The First Americans, Lesson 3: American Indian Government and Economy (pages 26 – 33) | Test 1 (Ch1, L 1 – 3) |
| | | | Chapter 2: Age of Exploration Lesson 1: Early Explorers and Advances in Technology (pages 48 – 55) | |

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| | | <p>European to sail around the tip of Africa and reach India. ...learn to use textual information and illustrations to understand sequence of events.</p> | | |
| <p>Week 4 Sept. 04-Sept. 08 Labor Day 09/04 (No School)</p> | <p>5.1.1 5.2.2 5.2.4 5.3.3 5.8.1</p> <p>5.2.2 5.2.3 5.4.1 5.4.3 5.8.1</p> | <p>...analyze the impact on the advancement of innovations such as improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass, and the chronometer. ...summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country. ... identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India. ...learn to use textual information and illustrations to understand sequence of events.</p> <p>...explain what motivated the king and queen of Spain to send explorers to find a route west to Asia. ...describe how Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans. ...describe the entrepreneurial characteristics of Columbus and later Spanish explorers. ...define the term <i>colony</i> and describe how Spain started colonies in the Americas.</p> | <p>Chapter 2: Age of Exploration Lesson 1: Early Explorers and Advances in Technology (pages 48 – 55)</p> <p>Chapter 2: Age of Exploration Lesson 2: Explorers for Spain (pages 58 – 65)</p> | <p>Quiz 2 (Ch2, L1)</p> |
| <p>Week 5 Sept. 11-15 9/12 Middle of Quarter 9/14 Parent/Teacher Conferences</p> | <p>5.2.2 5.3.1 5.3.3 5.4.1 5.4.3 5.8.1</p> | <p>...define the Columbian Exchange as an interchange of cultures and goods between Europeans, American Indians, and Africans following Columbus’s explorations. ...analyze the consequences of the Columbian Exchange, both positive and negative. ...draw conclusions about the lasting impact of the Columbian Exchange on the cultures of</p> | <p>Chapter 2: Age of Exploration Lesson 3: The Columbian Exchange (pages 68 – 73)</p> | <p>Test 2 (Ch2, L 1 – 3)</p> |

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| | | Europeans, American Indians, and African peoples. | | |
| <p>Week 6 Sept. 18-22 9/22 Birthday Brunch</p> | <p>5.2.3 5.3.1 5.3.2 5.3.3 5.4.1</p> | <p>...analyze the relationships between Spanish settlers and American Indians. ...understand the effects of the competition between the European countries to settle in North America. ...summarize the impact of the encomienda system in the Spanish settlements. ...describe the importance of the Spanish mission in the spread of Spanish settlements in North America.</p> | <p>Chapter 3: Settling the Colonies in North America Lesson 1: Spanish Colonies in the Americas (pages 88 – 97)</p> | <p>Quiz 3 (Ch3, L1)</p> |
| <p>Week 7 Sept. 25-29 Spirit Week 9/29 – Fun Run Kickoff</p> | <p>5.3.2 5.3.3 5.5.1 5.6.1 5.6.2</p> | <p>...explain why and how the English started colonies in Virginia. ...analyze the impact of geography and climate on the Virginia colonies. ...summarize the sequence of events leading to a permanent settlement in Virginia. ...trace the development of representative government in Virginia.</p> | <p>Chapter 3: Settling the Colonies in North America Lesson 2: The English Colonies in Virginia (pages 98 – 105)</p> | |
| <p>Week 8 Oct. 02-06 10/06 No Bus</p> | <p>5.1.2 5.1.3 5.3.2 5.3.3 5.4.1 5.5.2 5.6.1</p> <p>5.1.1 5.1.3 5.2.2 5.3.2 5.3.3 5.4.1 5.5.2 5.6.1</p> | <p>...summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England. ...explain the significance of the Mayflower Compact. ...describe the relationship between American Indians and English settlers in New England. ...describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.</p> <p>...identify ways in which Europeans competed for economic opportunities in North America. ...summarize the relationship between American Indians and the French, and between American Indians and the Dutch.</p> | <p>Chapter 3: Settling the Colonies in North America Lesson 3: Pilgrims and Puritans in New England (pages 108 – 113)</p> <p>Chapter 3: Settling the Colonies in North America Lesson 4: The French and Dutch in North America (pages 116 – 123)</p> | <p>Test 3 (Ch3, L 1 – 3)</p> |

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| | | <p>...identify the major French and Dutch explorers that established colonies in North America.</p> <p>...compare the colonization efforts of the English, French, and Dutch in North America.</p> | | |
| <p>Week 9 Oct. 09-13 10/13 ½ Day Fun Run (11:15 dismissal)</p> | <p>5.1.3 5.3.4 5.3.5 5.3.6 5.4.1</p> | <p>...compare and contrast the geography of the New England, Middle, and Southern Colonies.</p> <p>...analyze how the land and climate had an impact on the development of communities in the three colonial regions.</p> | <p>Chapter 4: Life in the Colonies Lesson 1: New England, Middle, and Southern Colonies (pages 138 – 145)</p> | <p>Quiz 4 (Ch4, L1)</p> <p>Test 4 (Quarterly Project)</p> |
| | <p>5.1.4 5.4.1</p> | <p>...compare and contrast the resources and economies of the three colonial regions.</p> <p>...explain how protectionism and mercantilism affected the colonies and trade.</p> <p>...describe the triangular trade and provide examples of items imported and exported via the trade routes.</p> <p>...discuss the roles people of various classes, women, and children played in colonial America.</p> <p>...explain the influence of the Great Awakening.</p> | <p>Chapter 4: Life in the Colonies Lesson 2: Daily Life in the Colonies (pages 148 – 155)</p> | |
| 2nd Quarter | | | | |
| <p>Week 10 Oct. 16-20 1:00pm Living Rosary Report Cards Emailed</p> | <p>5.1.3 5.3.4 5.3.5 5.5.1 5.5.2 5.9.2</p> | <p>...compare and contrast the resources and economies of the three colonial regions.</p> <p>...explain how protectionism and mercantilism affected the colonies and trade.</p> <p>...describe the triangular trade and provide examples of items imported and exported via the trade routes.</p> <p>...discuss the roles people of various classes, women, and children played in colonial America.</p> <p>...explain the influence of the Great Awakening.</p> | <p>Chapter 4: Life in the Colonies Lesson 2: Daily Life in the Colonies (pages 148 – 155)</p> | |

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| | 5.3.2 5.3.6 5.9.2 | ...summarize the advent of slavery in the American colonies. ...describe the life of enslaved Africans. ...discuss ways in which enslaved Africans resisted slavery. | Chapter 4: Life in the Colonies Lesson 3: Slavery in the Colonies (pages 158 – 165) | Test 1 (Ch 4, L 1–3) |
| Week 11 Oct. 23-27 10/24 Honor Roll 10/27 CFR Reward Day | 5.3.2 5.4.1 | ...explain the causes and effects of conflicts between American Indians and European settlers. ...identify key groups and people involved in major conflicts between American Indians and European settlers. | Chapter 4: Life in the Colonies Lesson 4: Cooperation and Conflict (pages 168 – 173) | Quiz 1 (Ch 4, L 4) |
| Week 12 Oct. 30-Nov. 03 11/2 – 11/3 7:30 Saints Alive | 5.1.2 5.3.2 5.3.7 5.4.1 5.10.1 | ...analyze the causes of the French and Indian War. ...identify George Washington’s role in the French and Indian War. ...assess how the conflicts and alliances during the French and Indian War affected the British colonies. ...describe the role played by American Indians in the French and Indian War and the events that followed. | Chapter 4: Life in the Colonies Lesson 5: The French and Indian War (pages 174 – 180) | Test 2 (Ch 4, L5) |
| Week 13 Nov. 06- 10 11/6 No School (Formation Day) 11/7 Election Day: Virtual Learning Day 11/10 Virtual Learning Day (OLL Festival) | 5.1.2 5.1.4 5.6.1 5.6.2 | ...explain how tensions rose between the American colonists and the British following the French and Indian War. ...identify leaders and groups who organized protests. | Chapter 5: The American Revolution Lesson 1: Tensions With Britain (pages 192 – 199) | Quiz 2 (Ch 5, L 1) |
| Week 14 Nov. 13-17 11/14 Middle of Quarter | 5.1.3 5.4.1 5.6.2 | ...explain the events that led to the beginning of the American Revolutionary War. ...identify Patriot and British leaders at the beginning of the revolution and their impact. ...understand the significance of the First Continental Congress. | Chapter 5: The American Revolution Lesson 2: The Road to War (pages 200 – 209) | |
| Thanksgiving Holidays Nov. 20-24 | | | | |
| Week 15 Nov. 27-Dec. 01 12/01 Birthday Brunch | 5.1.2 5.1.3 5.6.1 5.6.2 | ...describe the purpose, actions, and significance of the Second Continental Congress. ...identify the leaders who wrote and signed the Declaration of Independence. | Chapter 5: The American Revolution Lesson 3: Declaring Independence (pages 212 – 219) | Test 3 (Ch5, L 1 – 3) Quiz 3: Declaration of Independence |

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| Week 16 Dec. 04-Dec. 08 12/08 10am – 7 th Grade Nativity | 5.1.3 5.4.1 5.6.1 | ...compare the advantages and disadvantages of each side of the American Revolution. ...Identify and map the major military battles and campaigns of the war and describe their importance. ...summarize how other countries helped the Americans in their fight for independence. ...understand the roles of women, African Americans, and American Indians in the American Revolution. | Chapter 5: The American Revolution Lesson 4: On the Battle field and at Home (pages 222 – 229) | |
| Week 17 Dec. 11-15 | 5.1.3 5.6.1 | ...compare the advantages and disadvantages of each side of the American Revolution. ...Identify and map the major military battles and campaigns of the war and describe their importance. ...summarize how other countries helped the Americans in their fight for independence. ...understand the roles of women, African Americans, and American Indians in the American Revolution. | Chapter 5: The American Revolution Lesson 4: On the Battle field and at Home (pages 222 – 229) | Quiz 4 (Ch 5, L 4) |
| Week 18 Dec. 18-20 12/20 ½ day 11:15 dismissal | 5.1.4 | Work on Quarterly Project | | Test 4 (Quarterly Project) |
| Christmas Holidays Dec. 21-Jan. 05 | | | | |
| 3rd Quarter | | | | |
| Week 19 Jan. 08-12 01/12 Report Cards Emailed | 5.4.2 5.6.1 5.4.1 | ...summarize how alliances with other nations contributed to the colonists’ victory in the American Revolution and proved to be a turning point in the war. ...describe the actions of individuals who changed the course of the American Revolution. ...Explain the significance of the Treaty of Paris. ...understand how the U.S. government was structured under | Chapter 5: The American Revolution Lesson 5: Winning Independence (pages 232 – 237) Chapter 6: A New Nation | Quiz 1 (Ch 5, L 5) |

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| | 5.6.2 | <p>the Articles of Confederation and identify the weaknesses of this structure.</p> <p>...explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government t.</p> <p>...summarize the principles of the Land Ordinance and the Northwest Ordinance on the U.S. settlers and American Indians.</p> | Lesson 1: Articles of Confederation (pages 250 – 257) | |
| <p>Week 20 Jan. 15-19 01/15 MLK Day (No School) 01/16 7:30 Honor Roll 01/17 5th Grade Retreat</p> | 5.6.2 | <p>...understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure.</p> <p>...explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government.</p> <p>...summarize the principles of the Land Ordinance and the Northwest Ordinance on the U.S. settlers and American Indians.</p> | <p>Chapter 6: A New Nation Lesson 1: Articles of Confederation (pages 250 – 257)</p> | Quiz 2 (Ch 6, L 1) |
| <p>Week 21 Jan. 22-26 01/26 Birthday Brunch</p> | 5.7.1 | <p>...explain why the Constitutional Convention was held.</p> <p>...identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.</p> <p>...explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.</p> <p>...differentiate between powers that belong to the federal government and to the states under the Constitution.</p> | <p>Chapter 6: A New Nation Lesson 2: Creating the Constitution (pages 260 – 269)</p> | Test 1 (Ch 6, L 1–2) |
| <p>Week 22 Jan. 29-Feb. 2 Catholic Schools Week 02/02 Pep Rally</p> | 5.7.1 | <p>...compare and contrast the views of Federalists and Anti-Federalists.</p> <p>...describe the process that led to the ratification of the constitution by the states.</p> <p>...explain the relationship between the ratification of the Constitution and the Bill of Rights.</p> | <p>Chapter 6: A New Nation Lesson 3: The Bill of Rights (pages 272 – 279)</p> | Quiz 3 (Ch 6, L 3) |

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| | | ...describe how the Bill of Rights provides protections for all American citizens. | | |
| <p>Week 23 Feb. 05-Feb. 09 02/06 Middle of the Quarter 02/09 11:15 Dismissal Grandparents' Day</p> | 5.7.1 | <p>...analyze important sections and clauses of the Constitution and how those clauses are important to citizen today.</p> <p>...describe how the Supreme Court serves as a check on the power of branches of government, and how the other branches check the power of the court.</p> <p>...describe the process of amending the Constitution.</p> <p>...summarize how voting rights have been expanded to include more citizens.</p> | <p>Chapter 6: A New Nation Lesson 4: Key Concepts of the Constitution (pages 282 – 289)</p> | <p>Test 2(Ch 6, L 3–4)</p> |
| <p>Mardi Gras Holidays Feb. 12-Feb. 16</p> | | | | |
| <p>Week 24 Feb. 19-23</p> | 5.4.1 5.7.1 | <p>...analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.</p> <p>...compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.</p> <p>...summarize the events of John Adam’s election as second president and the events that led to the Alien and Sedition Acts.</p> | <p>Chapter 7: Life in the Young Republic Lesson 1: The First Presidents (pages 302 – 311)</p> | <p>Quiz 4 (The Preamble to the Constitution: 50% memorization / 50% written)</p> |
| <p>Week 25 Feb. 26-March 01 03/01 7:30 Stations of the Cross</p> | 5.1.4 5.4.1 5.4.2 | <p>...summarize the causes and effects of the Louisiana Purchase.</p> <p>...describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.</p> <p>...explain the importance of the Lewis and Clark expedition.</p> | <p>Chapter 7: Life in the Young Republic Lesson 2: Jefferson and the Louisiana Purchase (pages 312 – 319)</p> | |
| <p>Week 26 March 04- 08 03/08 7:30 Stations of the Cross</p> | 5.1.4 | <p>...summarize the causes and effects of the Louisiana Purchase.</p> <p>...describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.</p> <p>...explain the importance of the Lewis and Clark expedition.</p> | <p>Chapter 7: Life in the Young Republic Lesson 2: Jefferson and the Louisiana Purchase (pages 312 – 319)</p> | <p>Test 3 (Ch7, L 1 and 2)</p> |

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| Week 27 March 11-15 3/15 No Bus End of Quarter | 5.1.4 | Work on Quarterly Project | | Test 4 (Quarterly Project) |
| 4th Quarter | | | | |
| Week 28 March 18-22 03/21 1:00 7 th Grade Passion Play 03/22 Report Cards Emailed | 5.1.4 | ...identify the causes of the War of 1812. ...list key battles and events of the War of 1812. ...describe the context in which “The Star-Spangled Banner” was written and the main ideas it expresses. ...discuss the effects of the War of 1812, including the impact on how Americans viewed themselves. | Chapter 7: Life in the Young Republic Lesson 3: The War of 1812 (pages 320 – 327) | Quiz 1 (Ch7, L3) |
| Week 29 March 25-29 03/26 Honor Roll 03/29 No School: Good Friday | 5.1.4 5.4.1 | ...explain the purpose of the Monroe Doctrine. ...discuss the causes and effects of the Indian Removal Act and the Trail of Tears. | Chapter 7: Life in the Young Republic Lesson 4: American Indians and the Trail of Tears (pages 330 – 337) | Test 1 (Ch 7, L 3– 4) |
| Easter Holidays March 29-April 5 | | | | |
| Week 30 April 08-12 | 5.1.4 5.4.1 | ...describe the reasons for the influx of immigrants in the early and mid-1800s. ...identify the cotton gin as one reason for the spread of slavery. ...discuss how the growth of the country contributed to tensions between the North and the South. ...identify major leaders of the abolitionist and women’s rights movements and the roles they played. | Chapter 7: Life in the Young Republic Lesson 5: New Arrivals and the Fight for Freedom (pages 340 – 347) | Quiz 2 (Ch7, L5) |
| Week 31 April 15-19 4/16 PTCC Meeting 6:00pm | 5.1.4 | ...identify the major inventions that changed the way people worked in the early to mid-nineteenth century. ...describe the improvements to transportation in the nineteenth century. | Chapter 8: Westward Expansion Lesson 1: Inventions, Roads, and Railroads (pages 362 – 363) | Quiz 3 (Ch8, L1) |
| Week 32 April 22-26 04/23 Middle of Quarter 04/26 Birthday Brunch | 5.1.4 5.4.1 | ...describe why Americans settled in Texas and analyze the conflicts that led to the Mexican War. ...identify and explain the concept of Manifest Destiny. | Chapter 8: Westward Expansion Lesson 2: Independence for | Test 2 (Ch 8, L 1 – 2) |

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| | | ...explain the causes and effects of declaring California independent. | Texas and California (pages 372 – 381) | |
| Week 33 <i>April 29-May 3</i> 05/03 Field Day (7:30 – 11:30) | 5.1.4 5.4.1 | ...identify the economic and social reasons that led settlers to risk moving west. ...identify important individuals and their contributions to westward expansion. | Chapter 8: Westward Expansion Lesson 3: Trails to the West (pages 382 – 389) | |
| Week 34 <i>May 06-10</i> 8:30 May Crowning | 5.1.4 5.4.1 | ...identify the economic and social reasons that led settlers to risk moving west. ...identify important individuals and their contributions to westward expansion. | Chapter 8: Westward Expansion Lesson 3: Trails to the West (pages 382 – 389) | Quiz 4 (Ch8, L3) |
| Week 35 <i>May 13-17</i> | 5.1.4 | ...analyze the causes and effects of the California gold rush. ...describe events that made California a state. | Chapter 8: Westward Expansion Lesson 4: The California Gold Rush (pages 392 – 397) | Test 3 (Ch 8, L 3 – 4) Test 4 (Quarterly Project) |
| Week 36 <i>May 20-23</i> 5/21 Colonial Day 5/23 End of Quarter 7:30 Awards 9:00 Gabby Walk 11:15 Dismissal | | | | |