

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Social Studies

Course Length: Full year

Grade: 5

Date Last Approved: June 2023

Stage 1: Desired Results

Course Description and Purpose:

In fifth grade social studies, content is studied within four strands: geography, history, government, and economics. Students will explore the growth of our nation from the time of the indigenous people, through European explorers to the Revolutionary War. Students will explore the role geography, economics and government had in the shaping of our nation. Students will use primary and secondary source material throughout the year to research events and people, create and interpret maps as well as to communicate what was learned in a variety of formats and presentations.

Enduring Understanding(s):

1. Where people live influences how they live.
2. Knowledge of the past helps to understand the present and enables the ability to make decisions about the future.
3. Citizens have rights and responsibilities within government, which is established to create order, provide security and accomplish common goals.
4. Decisions concerning the allocation and use of economic resources impact individuals and groups.
5. The ability to question, read, think, and communicate using multiple perspectives is essential to support a claim.

Essential Question(s):

1. How does reading and interpreting maps help to teach us about our world?
2. How were the lives of native peoples influenced by where they lived?
3. What happened when diverse cultures crossed paths?
4. What is the impact of people settling in a new place?
5. Why would a nation want to become independent?
6. What does the revolutionary era tell us about our nation today?
7. How does knowing about the economy impact people's lives?

Learning Targets:

1. Students can use knowledge of geography to evaluate the world around them.
2. Students can evaluate how historical events have impact on the present and the future.
3. Students can analyze systems of government and interpret rights, privileges and responsibilities within society.
4. Students can analyze how an economy functions within society.

Stage 2: Learning Plan

I. Geography and Maps

- A. 5 Themes of Geography Overview
- B. Creating and interpreting maps

Standards: Wisconsin State Standards

SS.Geog1, SS.Geog2, SS.Geog3, SS.Geog4, SS.Geog5

Learning Targets Addressed:

1. Students can use knowledge of geography to evaluate the world around them.

Key Unit Resources

- McGraw Hill Impact
- Interact Simulations
- Atlas
- Interact Simulation Resources
- Teacher Created Resources
- Research Websites

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Discussion● Reading maps together, analyzing and answering questions from the 5 Themes of geography including landforms
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Atlas - Reading maps and interpreting them● Landform identification and creation
Summative	Product	<ul style="list-style-type: none">● Autobiography Map● Atlas-Reading maps and Interpretation

II. Native People

- A. Overview and learning about a variety of native tribes
- B. Research about one assigned tribe and Codex or other presentation of one individual native group

Standards Referenced: Wisconsin State Standards

SS.Geog1, SS.Geog2
SS.Hist2, SS.Hist3
SS.PS3
SS.Inq1, SS.Inq2, SS Inq3

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Discussion● Reading and finding main ideas and key details from text
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Map skills● Reading and overview of several native tribes
Summative	Product	<ul style="list-style-type: none">● Research one tribe and present through Codex or other presentation● Claim statement about natives in the Americas

III. The Age of Exploration

- A. Age of Exploration and its effect on the Americas.
- B. Global Trade and Interdependence
- C. Explorer research and essay

Standards: Wisconsin State Standards

SS.Geog1, SS.Geog3
SS.Hist3
SS.Econ1
SS.Inq1, SS.Inq2, SS Inq3

Learning Targets Addressed:

1. Students can use knowledge of geography to evaluate the world around them.
2. Students can evaluate how historical events have impact on the present and the future.
4. Students can analyze how an economy functions within society.

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Discussion● Reading and finding main ideas and key details from text
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Research and not taking about one Eurpoean explorer● Interpreting maps that teach us about that time period● Organize notes and create an outline
Summative	Product	<ul style="list-style-type: none">● Write a 4-5 paragraph essay on one explorer's life and acheivements

IV. Financial Literacy

- A. Basic economic principles, including;
economic sectors
tax consumers and producers
banks and services personal
finance and budgeting

Standards: Wisconsin State Standards

SS.Econ1, SS.Econ2, SS.Econ3, SS.Econ4

Learning Targets Addressed:

4. Students can analyze how an economy functions within society.

Key Unit Resources

- McGraw Hill Impact
- Interact Simulations
- Atlas
- Interact Simulation Resources
- Teacher Created Resources
- Research Websites

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Discussion● Writing checks● Personal budgets
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Read and gain knowledge of economics concepts● Taking notes● Graphic organizers
Summative	Product	<ul style="list-style-type: none">● Multiple choice and short answer assessment applying knowledge of skills learned

V. Colonization

- A. 3 Colonial Regions
- B. Interaction between colonists and natives

Standards: Wisconsin State Standards

SS.Hist2, SS.Hist3
SS.Geog1, SSGeog2
SS.Inq1, SS.Inq2, SS.Inq3
SS.Econ4

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none">● Discussion
Formative	Skills/ Reasoning	<ul style="list-style-type: none">● Read● Take notes● Graphic organizer showing important knowledge about the colonial regions
Summative	Product	<ul style="list-style-type: none">● Self-created map representing what was learned about the regions and time period● Diary entry explaining what life was like as an early colonist

VI. Revolutionary War Period/New Government

- A. Causes of the revolution
- B. Taxes
- C. Key battles
- D. The declaration of Independence

Standards: Wisconsin State Standards

SS.Hist3, SS.Hist4
 SS. PS1, SS.PS2
 SS.Inq1, SS.Inq2, SS.Inq3

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Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	<ul style="list-style-type: none"> ● Discussion
Formative	Skills/ Reasoning	<ul style="list-style-type: none"> ● Reading ● Finding key details and share information gained in a graphic organizer
Summative	Product	<ul style="list-style-type: none"> ● Essay assessment claim and evidence using information gained ● Group work applying what was learned in creative ways ● Being able to identify causes to the revolution and their impact