

“I Can” Mascoma Social Studies Grade 5 Curriculum

I Have Good SOCIAL STUDIES SKILLS



I can observe and ask questions about social studies topics.

I can explain a simple social studies model.

I can use simple social studies tools.

I can plan a social studies

investigation with my teacher and classmates.

I can explain the results of the data collected during a social studies investigation.

I can use evidence from research to develop a claim about the past.

I know about FRAMING and ADVANCING an INQUIRY

I can frame a compelling question about a Grade 5 Social Studies topic.

I can explain why this compelling question is important to me.

I can generate three or more supporting questions that will help me find an answer for my compelling question.

I can locate two or more sources that may help me answer my question (print or digital).



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I Know about CIVICS

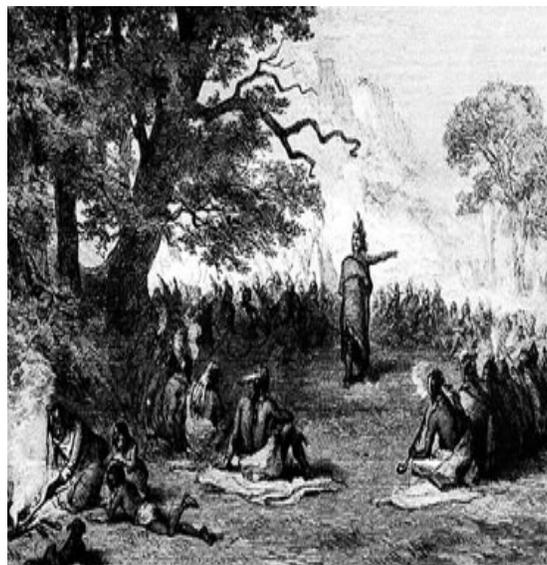
What is the line between liberty and responsibility?

I can distinguish the responsibilities and powers of government officials at local, state and federal levels.

I can explain how citizens must participate responsibly in order for a democratic form of government to work.

I can complete a short presentation that outlines the rights of Americans:

- Freedom of speech, religion, petition, assembly, and the press
- Bear arms
- Prohibits the quartering of troops in private homes
- Prohibits search and seizure without a warrant
- Private property cannot be seized without just compensation
- Right to a speedy public trial by a jury
- Prohibits double jeopardy
- Prohibits cruel and unusual punishment
- Certain rights not listed in the Constitution are protected
- Some powers are reserved for state and local governments or for individuals



I can describe two or three ways in which people benefit from and are challenged by working together in local government.

I can explain how the following civic virtues: honesty, mutual respect, cooperation, and attentiveness to multiple perspectives and the democratic principles of: equality, freedom, liberty, respect for individual rights, and deliberation guide communities, society, and government.

I can compare procedures for making decisions in a variety of settings: classroom, schools, governments, or societies.

□ I can explain how rules and laws change society and how people go about changing rules and laws.

□ I can compare and contrast a contemporary means of changing society with a historical means of bringing about change (type of demonstration, size of demonstration, use of technology available at the time, media influence).

A little primer for my teacher:

Common Core	<u>RI.5.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<u>RI.5.3</u> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	<u>RI.5.9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<u>RI.5-10</u> By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade 5 complexity band independently and proficiently.
	<u>W.5.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information: <ul style="list-style-type: none"> • Introduce the topic or text they are writing about and state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose • Provide logically ordered reasons that are supported by facts and details • Link opinions and reasons using words, phrases, and clauses • Provide a concluding statement or section related to the opinion presented 	<u>W.5.2</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly: <ul style="list-style-type: none"> • Introduce a topic clearly and provide a general observation and focus, and group and group related information logically; include formatting, illustration and multimedia useful for comprehension • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic • Link ideas within and across categories or information using words, phrases and clauses. • Provide a concluding statement or section related to the information presented

	<p><u>W.5.7</u>- Conduct short research projects that use several sources to build knowledge through the investigation of different aspects of a topic.</p>	<p><u>W.5.8</u>- Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>
	<p><u>SL 5.1</u>- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expression their own clearly:</p> <ul style="list-style-type: none"> • Come to discussion prepared, having read or studied the required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion • Follow agreed-upon rules for classroom discussion and carry out any assigned role • Pose and respond to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others • Stay on topic • Review key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion. 	<p><u>SL 5.4</u>- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes. Speak clearly at an understandable pace.</p> <p><u>SL 5.5</u>- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main idea themes.</p>
Vocabulary	<p>Responsibility, government, officials, citizens, function, participation, constitution, branches, executive/governor, legislative/congress, judicial/supreme court, Bill of Rights, quartering, seizure, compensation, double jeopardy, civility, perspective</p>	

I Know About ECONOMICS

Does more liberty mean more prosperity?

I can list some positive and negative incentives that influence economic decisions that people make (purchases, saving, job choice, etc.)



I can identify a list of resources (human Capital, physical Capital and natural resources) needed to produce a specific good or service.

I can explain why some businesses specialize when creating goods or providing services.

I can explain the role of money in purchasing goods and/or services.

I can explain how sellers are influenced by external costs.

I can explain how unemployment influences the economy.

I can explain how states and countries become interdependent through trading goods.

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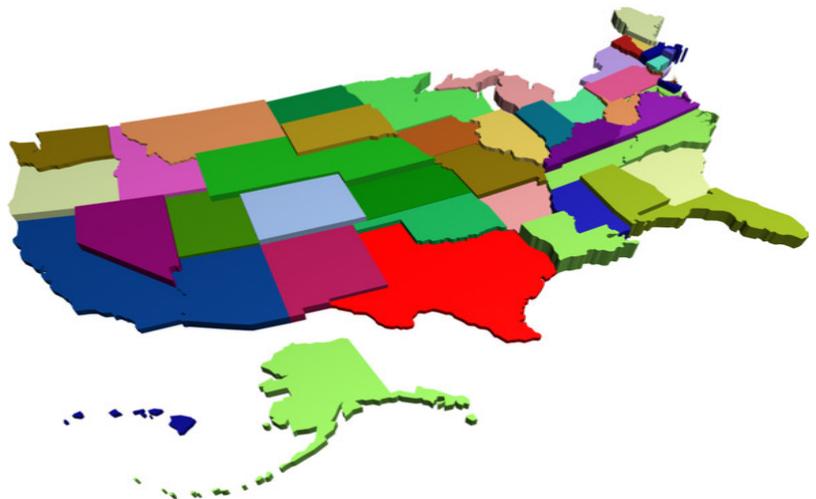
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Vocabulary	<p>Positive, negative, incentive, human capital, physical capital, natural resources, specialize, influence, buyer, seller, losses, external costs, unemployment, trade, interdependence</p>	

I Know About GEOGRAPHY

How does liberty change from place to place?

- I can construct maps and other geographic representations of familiar and unfamiliar places.
- I can use maps of different scales to describe the location of cultural and environmental characteristics.
- I can locate each of the 50 American states on a map and give the region in which the state or county is located (north, south, east, west, central).
- I can describe how the cultural and environmental characteristics of a place change over time. (immigration, economic changes, natural disasters, discovery or resources, etc.)
- I can explain why cities and towns are located near certain landforms or near certain natural resources.
- I can explain the effect that a catastrophic environmental or technological event affects human settlement or migration. (i.e., floods, earthquake, tsunami, tornado, oil spill, nuclear melt-downs, forest fire, etc.)
- I can explain why environmental characteristics vary among two different given regions (i.e.) Alaska and Florida.
- I can compare and contrast cultural characteristics of two places based on the country or origin of the original settlers of the region (i.e.) St.



Augustine with its Spanish influences vs. Plymouth with its English influences.

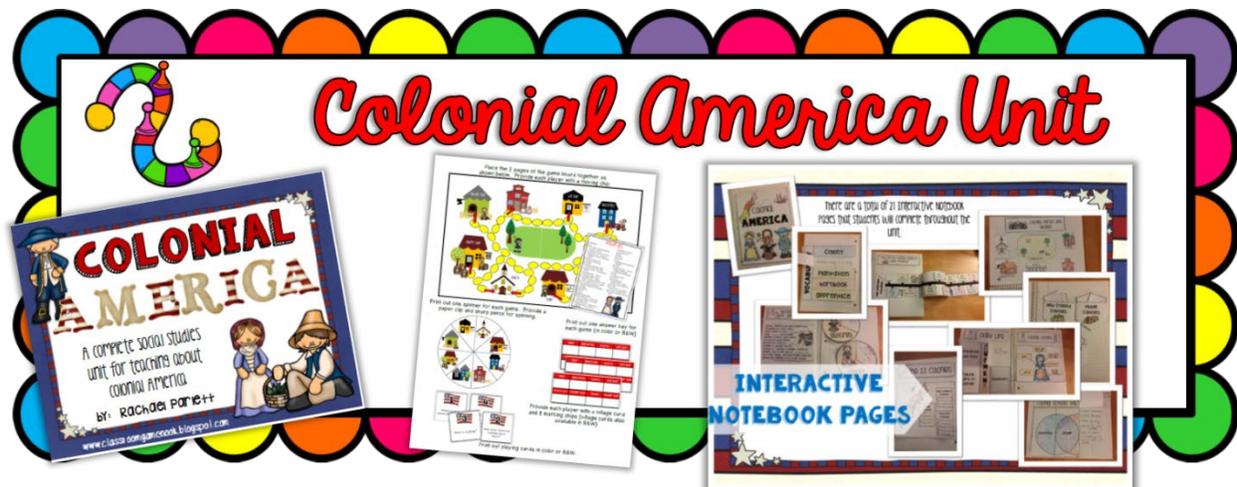
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Vocabulary	Map key, cultural characteristics, country of origin, explorers, immigration, settlement	

I Know About History

When did groups of Americans gain their liberty?



- I can identify different kinds of historical sources (photographs, documentaries, books, interviews).
- I can explain how to use historical sources to study the past (photographs, documentaries, books, interviews).
- I can generate questions about a source to find information about the historical event the source represents. (i.e. A photograph of Lewis and Clark

will lead me to ask about the location, the other members of the party, the hardships they may have encountered, etc.).

I can generate two or three reasons for a historical event or development after reading, hearing or viewing information about the event.

I can give my opinion as to which reason was most important in the cause of an event and cite evidence for my opinion.

I can describe what the following early explorers contributed to American history:

- Leif Eriksson- (980-1025) Explored North America
- Christopher Columbus -(1492) Sailed westward to find route to China, found the New World
- John Cabot -(1497) Sailed westward to find route to China, found the Grand Banks
- Ponce de Leon -(1513) Landed in what is now Florida, claimed North America for Spain
- Giovanni de Verrazano -(1524) Explored North America from North Carolina to Newfoundland
- Cabeza de Vaca -(1528) Explored Gulf Coast America by land for seven years
- Jacques Cartier -(1534) Sailed Canada's St. Lawrence River, claimed it for France
- Hernando De Soto -(1539) Explored deep into North America, claimed it for Spain
- Francisco De Coronado -(1540) Explored North America's West to Kansas, claimed it for Spain
- Tristan De Luna -(1559) Short settlement in Mobile where his people explored Alabama
- Pedro Menendez-(1565) Founded St. Augustine, oldest lasting city in North America
- Sir Walter Raleigh-(1585) Founded and lost the first English colony in North America
- Henry Hudson-(1607) Sailed to find a northern passage to Asia from Europe

- Samuel de Champlain-(1609) Sought the Northwest Passage to the Pacific Ocean
- The Pilgrims-(1620) Sailed the Mayflower. Established Plymouth Colony to attain religious freedom

□ I can explain why individuals and groups, during the same time period, have different ideas and perspectives. (economic factors, geographical factors, religious factors, age related factors, educational factors, etc.)

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Vocabulary	Timeline, source, evidence, early explorer, significant, change, factor, perspective	

Social Studies Program: TCI: America's Past