

Our Lady of the Lake Roman Catholic School
Yearly Course Outline
Social Studies
Fifth Grade
2025–2026

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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, and four quiz 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. ****

Aug. 8 – First day of school 4th – 7th

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
1st Quarter				
Week 1 Aug. 11-15	5.2.1 5.4.1	... identify and describe the ways of life of the ancient American Indians. ... compare and contrast how geography and climate influenced American Indian groups differently.	Chapter 1: The First Americans, Lesson 1: Ancient American Indian Civilizations (pages 6 – 15)	Quiz 1 (Ch1, L1)
Week 2 Aug. 18-22	5.2.1 5.4.1	... define culture and explain how it led to diversity among early American Indians... describe the roles of men, women, and children in American Indian society. ... describe various features of American Indian religious life. (L2) ... describe how American Indian groups chose leaders and governed themselves. ... define the term economy and describe ways in which American Indian groups used local resources to survive. (L3)	Chapter 1: The First Americans, Lesson 2: American Indian Culture (pages 16 – 23) Chapter 1: The First Americans, Lesson 3: American Indian Government and Economy (pages 26 – 33)	
Week 3 Aug. 25- Aug. 29	5.2.1 5.4.1 5.1.1 5.2.2 5.2.4 5.3.3 5.4.1 5.8.1	... describe how American Indian groups chose leaders and governed themselves. ... define the term economy and describe ways in which American Indian groups used local resources to survive. (L3) ... 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	Chapter 1: The First Americans, Lesson 3: American Indian Government and Economy (pages 26 – 33) Chapter 2: Age of Exploration Lesson 1: Early Explorers and Advances in Technology (pages 48 – 55)	Test 1 (Ch1, L 1 – 3)

		<p>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>Week 4 Sept. 1-Sept. 05 Labor Day 09/01 (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 colony 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. 08-12 (No bus 9/8)</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.</p>	<p>Chapter 2: Age of Exploration Lesson 3: The Columbian Exchange (pages 68 – 73)</p>	<p>Test 2 (Ch2, L 1 – 3)</p>

		<p>... analyze the consequences of the Columbian Exchange, both positive and negative.</p> <p>... draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians, and African peoples.</p>		
<p>Week 6 Sept. 15-19 (Spirit Week)</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.</p> <p>... understand the effects of the competition between the European countries to settle in North America.</p> <p>... summarize the impact of the encomienda system in the Spanish settlements.</p> <p>... 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. 22-26</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.</p> <p>... analyze the impact of geography and climate on the Virginia colonies.</p> <p>... summarize the sequence of events leading to a permanent settlement in Virginia.</p> <p>... 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 Sept. 29- Oct. 03 10/02 Fun Run (no bus) 10/03 No School</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>... summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.</p> <p>... explain the significance of the Mayflower Compact.</p> <p>... describe the relationship between American Indians and English settlers in New England.</p> <p>... describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.</p>	<p>Chapter 3: Settling the Colonies in North America Lesson 3: Pilgrims and Puritans in New England (pages 108 – 113)</p>	<p>Test 3 (Ch3, L 1 – 3)</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	... 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. ... identify the major French and Dutch explorers that established colonies in North America. ... compare the colonization efforts of the English, French, and Dutch in North America.	Chapter 3: Settling the Colonies in North America Lesson 4: The French and Dutch in North America (pages 116 – 123)	
Week 9 Oct. 6-10 End of 1 st Quarter 10/10 11:15 Dismissal	5.1.3 5.3.4 5.3.5 5.3.6 5.4.1 5.1.4 5.4.1	... compare and contrast the geography of the New England, Middle, and Southern Colonies. ... analyze how the land and climate had an impact on the development of communities in the three colonial regions. ... compare and contrast the resources and economies of the three colonial regions. ... explain how protectionism and mercantilism affected the colonies and trade. ... describe the triangular trade and provide examples of items imported and exported via the trade routes. ... discuss the roles people of various classes, women, and children played in colonial America. ... explain the influence of the Great Awakening.	Chapter 4: Life in the Colonies Lesson 1: New England, Middle, and Southern Colonies (pages 138 – 145) Chapter 4: Life in the Colonies Lesson 2: Daily Life in the Colonies (pages 148 – 155)	Quiz 4 (Ch4, L1) Test 4 (Quarterly Project)
2nd Quarter				
Week 10 Oct. 13-17	5.1.3 5.3.4 5.3.5 5.5.1 5.5.2 5.9.2	... compare and contrast the resources and economies of the three colonial regions. ... explain how protectionism and mercantilism affected the colonies and trade.	Chapter 4: Life in the Colonies Lesson 2: Daily Life in the Colonies (pages 148 – 155)	

	5.3.2 5.3.6 5.9.2	<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>... summarize the advent of slavery in the American colonies.</p> <p>... describe the life of enslaved Africans.</p> <p>... discuss ways in which enslaved Africans resisted slavery.</p>	<p>Chapter 4: Life in the Colonies Lesson 3: Slavery in the Colonies (pages 158 – 165)</p>	<p>Test 1 (Ch 4, L 1–3)</p>
<p>Week 11 Oct. 20-24 10/24 Faculty Inservice – no students</p>	5.3.2 5.4.1	<p>... explain the causes and effects of conflicts between American Indians and European settlers.</p> <p>... identify key groups and people involved in major conflicts between American Indians and European settlers.</p>	<p>Chapter 4: Life in the Colonies Lesson 4: Cooperation and Conflict (pages 168 – 173)</p>	<p>Quiz 1 (Ch 4, L 4)</p>
<p>Week 12 Oct. 27-Oct. 31 10/31 Fun Run Reward Day</p>	5.1.2 5.3.2 5.3.7 5.4.1 5.10.1	<p>... analyze the causes of the French and Indian War.</p> <p>... identify George Washington's role in the French and Indian War.</p> <p>... assess how the conflicts and alliances during the French and Indian War affected the British colonies.</p> <p>... describe the role played by American Indians in the French and Indian War and the events that followed.</p>	<p>Chapter 4: Life in the Colonies Lesson 5: The French and Indian War (pages 174 – 180)</p>	<p>Test 2 (Ch 4, L5)</p>
<p>Week 13 Nov. 03- 07</p>	5.1.2 5.1.4 5.6.1 5.6.2	<p>... explain how tensions rose between the American colonists and the British following the French and Indian War.</p> <p>... identify leaders and groups who organized protests.</p>	<p>Chapter 5: The American Revolution Lesson 1: Tensions With Britain (pages 192 – 199)</p>	<p>Quiz 2 (Ch 5, L 1)</p>
<p>Week 14 Nov. 10-14</p>	5.1.3 5.4.1 5.6.2	<p>... explain the events that led to the beginning of the American Revolutionary War.</p>	<p>Chapter 5: The American Revolution</p>	

		... identify Patriot and British leaders at the beginning of the revolution and their impact. ... understand the significance of the First Continental Congress.	Lesson 2: The Road to War (pages 200 – 209)	
Week 15 Nov. 17-Nov. 21	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 Preamble (50% memorization / 50% Written)
Thanksgiving Holidays Nov. 24-28				
Week 16 Dec. 01-Dec. 05	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.08-12	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. 15-19 12/19 ½ day 11:15 dismissal	5.1.4	Work on Quarterly Project		Test 4 (Quarterly Project)

Christmas Holidays Dec. 21-Jan. 2				
3rd Quarter				
Week 19 Jan. 05 – 09 1/5 no bus service	5.4.2 5.6.1	... 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.	Chapter 5: The American Revolution Lesson 5: Winning Independence (pages 232 – 237)	Quiz 1 (Ch 5, L 5)
	5.4.1 5.6.2	... understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure. ... explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government t. ... summarize the principles of the Land Ordinance and the Northwest Ordinance on the U.S. settlers and American Indians.	Chapter 6: A New Nation Lesson 1: Articles of Confederation (pages 250 – 257)	
Week 20 Jan. 12-16	5.6.2	... understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure. ... explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government. ... summarize the principles of the Land Ordinance and the Northwest Ordinance on the U.S. settlers and American Indians.	Chapter 6: A New Nation Lesson 1: Articles of Confederation (pages 250 – 257)	Quiz 2 (Ch 6, L 1)
Week 21 Jan. 19-23 01/19 No School	5.7.1	... explain why the Constitutional Convention was held.	Chapter 6: A New Nation	Test 1 (Ch 6, L 1–2)

		<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>Lesson 2: Creating the Constitution (pages 260 – 269)</p>	
<p>Week 22 Jan. 26-Jan. 30 Catholic Schools Week 01/30 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>... describe how the Bill of Rights provides protections for all American citizens.</p>	<p>Chapter 6: A New Nation Lesson 3: The Bill of Rights (pages 272 – 279)</p>	Quiz 3 (Ch 6, L 3)
<p>Week 23 Feb. 02-Feb. 06</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>	Test 2 (Ch 6, L 3–4)
<p>Week 24 Feb. 09-13 2/13 Grandparents' Day – 11:15 Dismissal</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>Chapter 7: Life in the Young Republic Lesson 1: The First Presidents</p>	Quiz 4 (The Preamble to the Constitution: 50% memorization / 50% written)

		... compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank. ... summarize the events of John Adam's election as second president and the events that led to the Alien and Sedition Acts.	(pages 302 – 311)	
Mardi Gras Holidays Feb. 16 - Feb. 20				
Week 25 Feb. 23-Feb 27	5.1.4 5.4.1 5.4.2	... summarize the causes and effects of the Louisiana Purchase. ... describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States. ... explain the importance of the Lewis and Clark expedition.	Chapter 7: Life in the Young Republic Lesson 2: Jefferson and the Louisiana Purchase (pages 312 – 319)	
Week 26 Mar. 02- 06	5.1.4	... summarize the causes and effects of the Louisiana Purchase. ... describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States. ... explain the importance of the Lewis and Clark expedition.	Chapter 7: Life in the Young Republic Lesson 2: Jefferson and the Louisiana Purchase (pages 312 – 319)	Test 3 (Ch7, L 1 and 2)
Mardi Gras Holidays Mar. 03-Mar. 07				
Week 27 March 08-13 3/13 ½ Day	5.1.4	Work on Quarterly Project		Test 4 (Quarterly Project)
4th Quarter				
Week 28 March 16-20	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	Chapter 7: Life in the Young Republic Lesson 3: The War of 1812 (pages 320 – 327)	Quiz 1 (Ch7, L3)

		how Americans viewed themselves.		
Week 29 March 23-27	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)
Week 30 March 30- April 03 4/3 Good Friday (No School)	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)
Easter Holidays April 03-April 10				
Week 31 April 13-17	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 20-24	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. ... explain the causes and effects of declaring California independent.	Chapter 8: Westward Expansion Lesson 2: Independence for Texas and California (pages 372 – 381)	Test 2 (Ch 8, L 1 – 2)
Week 33 April 27-May 1 05/01 Field Day ½ Day	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 May 04-08 <i>05/05 May Crowning</i>	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 May 11-15	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 May 18-21 <i>05/21 ½ Day</i>				