



VALWOOD

GO BEYOND

Fifth Grade Social Studies Curriculum

5th Grade Overview

Course Description		Topics at a Glance
<p>The study of history, economics, civics, and geography of North America from the discovery of the New World to the foundation of the United States government.</p>		<ul style="list-style-type: none"> • History: Explorers • History: Native Americans • History: Settling of the United States • History: Revolutionary War • Government: Constitution • History: Civil War • History: United States and World Today
Assessments		5 th Grade Notes
<ul style="list-style-type: none"> • Research projects • Teacher made assessments • Simulations • Pre and post assessments 		<ol style="list-style-type: none"> 1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. 2. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now.
Grade Level Expectations		
Standard	Big Ideas for Fifth Grade (Grade Level Expectations)	
1. History	<ol style="list-style-type: none"> 1 Analyze historical sources from multiple points of view to develop an understanding of historical context 2 The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government 	
2. Geography	<ol style="list-style-type: none"> 1 Use various geographic tools and sources to answer questions about the geography of the United States 2 Causes and consequences of movement 	
3. Economics	<ol style="list-style-type: none"> 1 Government and market structures influence financial institutions 	
4. Civics	<ol style="list-style-type: none"> 1 The foundations of citizenship in the United States 2 The origins, structure, and functions of the United States government 	

1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the History standards are:

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Content Area: Social Studies – Fifth Grade	
Standard: 1. History	
Prepared Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectation Concepts and skills students master: 1. Analyze historical sources from multiple points of view to develop an understanding of historical context	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify different ways of dating historical sources to understand historical context b. Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution c. Create timelines of eras and themes in North America from 1491 through the American Revolution d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from 1200 through the 21st century. 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do sources with varied perspectives help us to understand what happened in the past? 2. Why is important to understand the historical context of events? 3. How might history be different without the Declaration of Independence?
	Relevance and Application: <ol style="list-style-type: none"> 1. Historical information from multiple perspectives is used to interpret, evaluate, and inform; and make decisions and policies regarding various issues. For example, some accounts of the American Revolution refer to American patriots while others refer to American rebels. 2. The historical method of inquiry allows individuals to continue to interpret and refine history. For example, political cartoonists portray multiple perspectives of events, and newspapers may be biased in coverage of events throughout time.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Historical thinkers analyze and interpret primary and secondary sources to make inferences about various time periods and show cause-and-effect relationships. 2. Historical thinkers seek people, places, and events that tell the story of history from multiple perspectives. 3. Historical thinkers examine data for point of view, historical context, distortion, or propaganda.

Content Area: Social Studies – Fifth Grade	
Standard: 1. History	
Prepared Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures	
Grade Level Expectation Concepts and skills students master: 2. The historical eras, individuals, groups, ideas, and themes in North America from 1200 through the founding of the 21 st century.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify and explain cultural interactions between 1200 and the 21st century. Topics to include but not limited to the Columbian Exchange, the interactions between Europeans and native Americans in the 17th and 18th centuries, and the developing relationship between Europeans and enslaved Africans b. Identify and describe the significant individuals and groups of Native Americans and European colonists before the American Revolution c. Explain the development of political, social and economic institutions in the British American colonies d. Explain important political, social, economic, and military developments leading to and during the American Revolution 	Inquiry Questions: <ol style="list-style-type: none"> 1. What if Thomas Paine had not written Common Sense? 2. How did historical events and individuals contribute to diversity in the United States? 3. How did important American documents shape American beliefs and values? 4. To what extent did individuals and their ideas contribute to the foundation of the United States government?
	Relevance and Application: <ol style="list-style-type: none"> 1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while on topics to include but not limited to the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals. 2. Technological developments continue to evolve and affect the present in areas such as communication, transportation, and science.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Historical thinkers analyze patterns and themes throughout time. 2. Historical thinkers use chronology to organize and study cause-and-effect relationships across time. 3. Historical thinkers study people, places, and events to tell the story of history from multiple perspectives.

2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Geography standard are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

Content Area: Social Studies – Fifth Grade	
Standard: 2. Geography	
Prepared Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Grade Level Expectation Concepts and skills students master: 1. Use various geographic tools and sources to answer questions about the geography of the United States	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Answer questions about regions of the United States using various types of maps b. Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location c. Locate resources in the United States and describe the influence of access on the development of local and regional communities 	Inquiry Questions: <ol style="list-style-type: none"> 1. How can various types of maps and other geographic tools communicate geographic information incorrectly? 2. How do you think differently about data when it is displayed spatially? 3. How and why do we label places? 4. How have places and regions in the United States been influenced by the physical geography of North America over time?
	Relevance and Application: <ol style="list-style-type: none"> 1. Geographic tools are used to locate places and identify resources, physical features, regions, and populations. 2. People and organizations decided on specific locations for operations based on geographic information. 3. Technologies enhance the ability to locate and analyze maps to answer questions. For example, historians use maps to help recreate settings of historical events, and individuals use maps to learn about different geographic areas.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Spatial thinkers recognize that information can be extrapolated from geographic tools. 2. Spatial thinkers evaluate what data and geographic tools are needed to answer specific questions.

Content Area: Social Studies – Fifth Grade	
Standard: 2. Geography	
Prepared Graduates: Examine places and regions and the connections among them	
Grade Level Expectation	
Concepts and skills students master: 2. Causes and consequences of movement	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify variables associated with discovery, exploration, and migration b. Explain migration, trade, and cultural patterns that result from interactions c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment d. Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States e. Give examples of the influence of geography on the history of the United States 	Inquiry Questions: <ol style="list-style-type: none"> 1. What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time? 2. How can migration and immigration be represented geographically? 3. How has the movement of people and their belongings affected the environment both positively and negatively?
	Relevance and Application: <ol style="list-style-type: none"> 1. Individuals understand the consequences and causes of movement to make connections to current personal or international events such as hurricane victims moving from storms, refugees fleeing from war, and economic hardship causing relocation for better jobs. 2. Technology has influenced movement to, colonization of, and the settlement of North America. For example, the West was promoted as the place for economic prosperity. Transportation systems have influenced movement. 3. Migration of individuals has multiple effects on society including economic and environmental impacts.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Spatial thinkers study patterns of human movement. 2. Spatial thinkers analyze the push and pull components of movement.

3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Economics Standard are:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

Content Area: Social Studies – Fifth Grade	
Standard: 3. Economics	
Prepared Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Grade Level Expectation Concepts and skills students master: 1. Government and market structures influence financial institutions	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Define a capitalist market economy b. Identify governmental activities that affect financial institutions and the economy at the local, state, and national level 	Inquiry Questions: <ol style="list-style-type: none"> 1. Why are there different types of financial institutions? 2. In a market economy, who has the most power? 3. What influence should government have on the economy and financial institutions?
	Relevance and Application: <ol style="list-style-type: none"> 1. Knowledge about the role of financial institutions in a market economy allows individuals and businesses to better prepare for financial security. For example, financial analysts monitor the banking industry; individuals can evaluate the services and costs of banking with various institutions; and businesses can borrow money to expand. 2. Government actions affect the services and policies of financial institutions, thereby affecting financial options for individuals.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Economic thinkers analyze the actions of financial institutions in a market economy.

Content Area: Social Studies – Fifth Grade	
Standard: 3. Economics	
Prepared Graduates: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
Grade Level Expectation Concepts and skills students master: 2. Use of financial institutions to manage personal finances (PFL)	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify different financial institutions b. Identify the products and services of financial institutions to include but not limited to: checking accounts, savings accounts, investments, and loans c. Compare and contrast financial institutions, their products, and services 	Inquiry Questions: <ol style="list-style-type: none"> 1. What factors are important when establishing savings or investments goals? 2. What risks and benefits are associated with spending versus saving and investing? 3. How can a checking account help to decide how to spend and save? 4. Why do people use financial institutions and not self-banking? 5. How do people choose a financial institution? 6. Why do people need income?
	Relevance and Application: <ol style="list-style-type: none"> 1. Analysis of the benefits and risks of investing and saving with “virtual” and “brick and mortar” financial institutions helps to make informed financial decisions. 2. Evaluation of the opportunity costs help to make financial decisions. 3. Technology is used to track and graph the interest accrued on a “virtual” investments, checking and savings accounts, investments, and loans.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Financially responsible individuals make informed decisions about saving and investing for short- and long-term goals. 2. Financially responsible individuals research, analyze, and make choices regarding their needs when using financial institutions.

4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Prepared Graduates

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete the Valwood School education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Civics standard are:

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Content Area: Social Studies – Fifth Grade	
Standard: 4. Civics	
Prepared Graduates: Analyze and practice rights, roles, and responsibilities of citizens	
Grade Level Expectation	
Concepts and skills students master: 1. The foundations of citizenship in the United States	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Describe and provide sources and examples of individual rights b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. Ideals to include but not limited to freedom, rules of law, equality, civility, cooperation, respect, responsibility, and civic participation c. Explain the reasons for the settlement of the American colonies d. Define the criteria and process for becoming a citizen 	Inquiry Questions: <ol style="list-style-type: none"> 1. How might citizens view an issue differently because of their backgrounds? 2. What is the most important right of a citizen? 3. What is the most important responsibility of a citizen? 4. How does government meet its responsibility to citizens? 5. Who is government?
	Relevance and Application: <ol style="list-style-type: none"> 1. Actions illustrate civic virtues such as civility, cooperation, respect, and responsible participation and are foundational components of our society. Examples include peaceful assembly by groups and respectful behavior during a performance or speech. 2. Knowledge of the foundations of citizenship in the United States ensures that citizens’ rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Responsible community members analyze critical historical documents to investigate the development of the national government. 2. Responsible community members understand the responsibilities of the national government to its citizens.

Content Area: Social Studies – Fifth Grade	
Standard: 4. Civics	
Prepared Graduates: Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
Grade Level Expectation	
Concepts and skills students master: 2. The origins, structure, and functions of the United States government	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles b. Explain the historical foundation and the events that led to the formation of the United States constitutional government. Topics to include but not limited to the colonial experience, the Declaration of Independence, and the Articles of Confederation c. Explain the origins, structure, and functions of the three branches of the United States government and the relationships among them d. Describe how the decisions of the national government affect local and state government 	Inquiry Questions: <ol style="list-style-type: none"> 1. What are democratic ideals and practices and their historic origins? 2. Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why? 3. How have historical documents defined and distributed power?
	Relevance and Application: <ol style="list-style-type: none"> 1. The origins, structure, and function of the United States government are studied to create an informed, civically literate, and responsible society. For example, fundamental principles and liberties are still evolving as judges interpret the Constitution, and legislators make laws and local city councils and boards create regulations.
	Nature of Discipline: <ol style="list-style-type: none"> 1. Responsible community members understand the concept of individual rights as a cornerstone to American democracy. 2. Responsible community members understand the relationships between individual rights and personal responsibility.