

Social Studies

Grade Five

Purpose

The grade five social studies program will expand the students' knowledge and understanding of our nation through the study of its history. Students will expand their understanding of the process by which this country became a nation. They will develop an understanding that independence and democracy were brought about through dedicated and brave individuals and that a constant endeavor to maintain this democratic way of life is necessary.

The study will examine our country's government including The Constitution of the United States. It will explore in greater depth the concept of immigration and the changes it brought. Students will continue to expand their knowledge of geography, civics, economics and workplace readiness with regard to our "United States."

I. Student Outcomes

A. Geography (6.7,6.8,6.9)

Students will:

1. Use tools for learning about the world including direction words, maps, graphs, globes, calendars and charts.
2. Use simple maps to identify the location of places within the local community and the nearby communities.
3. Begin to use maps to identify the major physical characteristics on the earth, including the United States, continents (land) and oceans.
4. Begin to show an understanding of the spatial concepts of location, distance and direction.
5. Compare the physical characteristics of places and regions.
6. Compare the effects of geography on economic activities locally, in New Jersey, the United States, and the world.
7. Explain how improvements in transportation and communication have resulted in global interdependence.

B. History (6.3] 6.4, 6.5) Students will:

1. Compare and contrast similarities and differences in daily life over time.
2. Identify social institutions such as family, religion, and government that meet the groups] needs.
3. Apply the concepts of cause, effect, and consequences to historical events.
4. Identify and explain how events and changes occurred in significant historical periods.
5. Identify common elements found in different cultures.

6. Describe the customs of people from different geographic, cultural, and ethnic background.
7. Acquire historical understanding of varying cultures throughout New Jersey, the United States and the world.

C. Economics (6.6)

Students will:

1. Demonstrate knowledge of work that people perform in our economic system.
2. Begin to demonstrate understanding of the role of money in everyday life
3. Expand the understanding of the concept of supply and demand (6.6)

D. Civics (6.1)

Students will:

1. Recognize symbols of American principles and beliefs, such as the flag and the blindfolded Statue of Justice.
2. Identify and discuss their roles and responsibilities as members of a group.
3. Recognize and identify examples of the rights and responsibilities of citizens within a community and a nation.
4. Give examples of the impact of government policy on their lives.
5. Identify key documents: The Pledge of Allegiance, The Constitution, The Declaration of Independence.
6. Identify social history represented in works of literature and the fine arts.
7. Recognize human experience through time, as depicted in works of history, and literature and in the fine arts.

E. Workplace Readiness/Study Skills

Students will:

1. Begin to identify and describe work that people perform in our economic system.
2. Recognize and define a problem.
3. Select appropriate tools for specific purposes.
4. Begin to set goals for completing assignments, activities and projects.
5. Work cooperatively with others to accomplish a task.
6. Evaluate own actions and accomplishments.
7. Use time efficiently and effectively.

II. **Content and Sequence**

A. Understand concepts within the five themes of geography:

Human/Environment, Interactions, Location, Place, and Movement

- i. Expanded application of maps, globes, timelines, charts, graphs and diagrams
- ii. Natural resources

- iii. Climates
- B. Explore Our Countries Environment Unit One
 - i. Life in the United States Chapter 1

- C. Contact and Exploration Unit Three
 - i. Contact: East Meets West Chapter 6
 - ii. Early Europeans Settlements of North America Chapter 7

- D. Colonization and Conflict Unit Four
 - i. The English Establish 13 Colonies Chapter 8
 - ii. Life in the 13 English Colonies Chapter 9
 - iii. The Struggle for North America Chapter 10 (French & Indian War)

- E. Independence and New Government Unit Five
 - i. Breaking Ties with Great Britain Chapter 11
 - ii. The American Revolution Chapter 12
 - iii. The Constitution of the United States Chapter 13

- F. United States, Expansion and Change Unit Six
 - i. A Young United States Chapter 14 (War of 1812)
 - ii. A Changing Country Chapter 15 (Industrial Revolution)

- G. Slavery and Emancipation Unit Seven
 - i. The Time of Slavery Chapter 16
 - ii. The Civil War and Reconstruction Chapter 17

- H. Immigration and Industry Unit Eight
 - i. Newcomers Change the West Chapter 18
 - ii. Industry Changes the Country Chapter 19

III. Activities and Materials

- A. Text: United States, Adventures in Time and Place, McGraw-Hill, 2001.

- B. Teacher Resources
 - 1. Teacher's Edition and Teacher Resource Kit
 - 2. Media Materials
 - 3. Transparencies
 - 4. Desk Maps

- C. Computer Technology Applications and Websites

1. P.C. USA
2. P.C. Globe
3. Compton's Multimedia Encyclopedia
4. Social Studies Websites, videos and resources

IV. Evaluation

- A. Students will be prepared and ready to work.
- B. Students will prepare work neatly.
- C. Student will follow instructions.
- D. Students will hand in completed class and home assignments at the proper time.
- E. Students will study for and complete quizzes, tests and projects successfully.
- F. Students will be expected to participate in class.
- G. The final grade represents the teacher's professional judgment of student performance. All of the above are included in the evaluative process.

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