

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Social Studies
Grade 5

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, and analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<p>Goal 1.1: Build an understanding of the cultural and social development of the United States.</p>	<ul style="list-style-type: none"> • 5.SS.1.1.1 Describe that American Indians were established societies before the coming of the European settlers. (452.01d) • 5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a) • 5.SS.1.1.3 Discuss significant individuals who have been responsible for bringing about political and social changes in the United States. (452.01b) • 5.SS.1.1.4 Identify influential political and cultural groups throughout American history. (452.01c) • 5.SS.1.1.5 Identify different examples of how religion has been an important influence in American history. (452.01e) • 5.SS.1.1.6 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation. • 5.SS.1.1.7 Discuss the causes and effects of 	<ul style="list-style-type: none"> • Read several Native American legends and discuss their significance to Native Americans. • Describe the impact a geographic area would have on the development of Native American culture. • Bring in an example of a political cartoon using one of the symbols, landmarks, or celebrations. • Do an Internet search regarding the history of a United States symbol, landmark, or celebration. • Listen to a teacher read a biography. Generate a list of that person’s accomplishments. • Given a list of social changes, discover who was responsible. Include ethnic, racial, and gender information about these individuals. • Have a “Share Fair” 	<ul style="list-style-type: none"> • Internet • PowerPoint • Publisher • Explorer • Videos and documentaries • Windows Media Maker • GPS units • Digital voice recorders • NEC projector • School pad 	<ul style="list-style-type: none"> • history • primary source • secondary source • document • symbol • landmark • political group • cultural group • political change • cultural change • cause • effect • conflict • society • settler • colony • nation • voluntary • involuntary • immigration • indentured servant • slavery • slave trade • expansion • significant • inhabitant • contributions • influences • treaty • reservation • sovereignty • land

	<p>various conflicts in American history.</p>	<p>of student-brought artifacts from different cultures.</p> <ul style="list-style-type: none"> • Build or draw examples of three types of houses in North American culture. • Give examples of art, literature, and architecture that reflect different cultural groups throughout American history. • Chart or web the various religious influences in the settlement of the colonies. • Hold a mock debate between William Bradford and William Penn. 		<ul style="list-style-type: none"> • consent • assumption • sovereign power • transferable land • acquisition • technology • technological advances • American Indian • Western Movement • Industrial Revolution
<p>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</p>	<ul style="list-style-type: none"> • 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a) • 5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. (449.01b) • 5.SS.1.2.3 Explain the history of the slave trade in the United States. (449.01c) • 5.SS.1.2.4 Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01d) • 5.SS.1.2.5 Discuss the significant American Indian groups encountered in the Western Movement. (449.01e) • 5.SS.1.2.6 Discuss the significant individuals 	<ul style="list-style-type: none"> • Create a web or chart listing the different religious, political, and economic motives, and the voluntary immigrants who used each motive to come to North America. • Write a letter to a European ruler describing why you would want to take a group of colonists to North America. • Create a contract between an indentured servant and the person they are indentured to. • Write a journal entry describing your day as an indentured servant. • Trace and describe the triangular slave trade route on a map. • List the reasons why slavery expanded in the 		

	<p>who took part in the western expansion. (449.01f)</p>	<p>United States.</p> <ul style="list-style-type: none"> • Create a class mural depicting the different groups heading west. • Describe the Homestead Act and its impact on the westward expansion. • Create a diorama depicting the lifestyle of a Native American group. • Create an oral narrative about the first encounter between a Native American group and a group of settlers. • Research important individuals and play “Who am I?” • Create a class biography book about these important individuals. 		
<p>Goal 1.3: Identify the role of American Indians in the development of the United States.</p>	<ul style="list-style-type: none"> • 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States. • 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences. • 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty. • 5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ul style="list-style-type: none"> ○ That both parties to treaties were sovereign powers. 			

	<ul style="list-style-type: none"> ○ That Indian tribes had some form of transferable title to the land. ○ That acquisition of Indian land was solely a government matter not to be left to individual colonists. 			
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	<ul style="list-style-type: none"> ● 5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b) 	<ul style="list-style-type: none"> ● Design an advertisement for an invention explaining its contribution and the importance of its inventor. ● Name some of the contributions made by individuals in bringing about industrial changes. 		
Goal 1.5: Trace the role of exploration and expansion in the development of the United States. - No objectives for this grade level.				<ul style="list-style-type: none"> * <ul style="list-style-type: none"> ● Reasons for exploration ● Impact of Europeans on N. America ● Identify major countries' land acquisition ● Names, dates, etc. of explorers ● Map of exploration
Goal 1.6: Explain the rise of human civilization. - No objectives for this grade level.				
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization. - No objectives for this grade level.				
Goal 1.8: Build an understanding of the cultural and social development of human civilization. - No objectives for this grade level.				
Goal 1.9: Identify the role of religion in the development of human civilization. - No objectives for this grade level.				

Standard 2: Geography

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.	<ul style="list-style-type: none"> ● 5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a) ● 5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b) ● 5.SS.2.1.3 Use latitude and longitude coordinates to find 	<ul style="list-style-type: none"> ● Locate and label on a map of the world specific locations using lines of latitude and longitude and the compass rose. ● Locate and label on a map of North America a variety of climates, landforms, natural resources, and bodies of water. ● Locate and label on 		<ul style="list-style-type: none"> ● geography ● longitude ● latitude ● parallel ● globes ● graphs ● charts ● databases ● models ● regions ● natural resources ● natural forces

	specific locations on a map. (458.01c)	<p>a map the following regions in the United States: Northeast, Northwest, Southeast, Southwest, Great Lakes states, Plains states, the Mountain states, and the Pacific states.</p> <ul style="list-style-type: none"> • Create a map key for the natural resources of the students' region. • Use latitude and longitude coordinates to find specific locations on a map. 		<ul style="list-style-type: none"> • climate • physical feature • human feature • cartographer • historical map • political map • physical map • topographic map • province • urbanization
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	<ul style="list-style-type: none"> • 5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a) 	<ul style="list-style-type: none"> • Invite a guest speaker to bring old photographs of the local area and compare how it looked to today. • Read a journal entry or description of an area by an early explorer or settler and compare it to the region today. 		
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.				
No objectives for this grade level.				
Goal 2.4: Analyze the human and physical characteristics of different places and regions.				
No objectives for this grade level.				
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time. - No objectives for this grade level.				

Standard 3: Economics

Students in Grade 5 explain basic economic concepts and identify different influences on economic systems.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Explain basic economic concepts.	<ul style="list-style-type: none"> • 5.SS.3.1.1 Identify economic reasons for exploration and colonization. (456.01a) • 5.SS.3.1.2 Describe how conservation of natural resources is important. (456.01b) • 5.SS.3.1.3 Describe examples of improved 	<ul style="list-style-type: none"> • Role-play Christopher Columbus's quest for financing his voyage. • Create a travel brochure that would entice people to move to the new world. 		<ul style="list-style-type: none"> • economics • economy • profit • cash crop • raw material • company • export • import • debtor

	<p>transportation and communication networks and how they encourage economic growth. (456.01c)</p> <ul style="list-style-type: none"> • 5.SS.3.1.4 Explain the concepts of tariffs and taxation. 	<ul style="list-style-type: none"> • Create a recycling center in the school. • Create a collage of wood-related products. • Create a timeline of improvements to the transportation or communication networks. • Make a list of reasons why improved transportation helped the North win the Civil War. 		<ul style="list-style-type: none"> • budget • deficit • commerce • supply • demand • natural resource • conservation • tariff • taxation • monopoly • barter • embargo • boycott • capital • division of labor • interest • trade-off • entrepreneur • free enterprise • economic growth • economic policies
Goal 3.2: Identify different influences on economic systems.	<ul style="list-style-type: none"> • 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a) 	<ul style="list-style-type: none"> • Create a poster announcing the Stamp Act. • Write a play about the events leading up to and including the Boston Tea Party. 		
Goal 3.3: Analyze the different types of economic institutions.				
No objectives for this grade level.				
Goal 3.4: Explain the concepts of good personal finance.				
No objectives for this grade level.				

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 4</i>
Goal 4.1: Build an understanding of the foundational principles of the American political system.	<ul style="list-style-type: none"> • 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments. • 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c) • 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d) • 5.SS.4.1.4 Identify the 	<ul style="list-style-type: none"> • Rewrite the Preamble to the Declaration of Independence in every day language. • Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and 		<ul style="list-style-type: none"> • government • local government • state government • federal government • tribal government • laws • legislator • commissioner • council member • chairman • common good • supremacy of federal law

	<p>basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describes how the government is organized and that the United States Constitution is the supreme law of the land. (453.01e)</p>	<p>personal liberty.</p> <ul style="list-style-type: none"> • Create a poster describing the significance of the Articles of Confederation. • Create a chart listing the strengths and weaknesses of the Articles of Confederation. • Compare the conflict resolution in the Constitution to individual school methods of conflict resolution. • Identify the purpose of the national government. Include promoting order and security, controlling the distribution of benefits and burdens of society, providing means of peaceful conflict resolutions, protecting the rights of the individual, and promoting the common welfare. 	<ul style="list-style-type: none"> • legislative branch • executive branch • judicial branch • civic participation • citizen • citizenship • human rights • individual freedoms • personal responsibilities • popular consent • individual respect • equality of opportunity • personal liberty • democratic republic • direct democracy • representative democracy • Declaration of Independence • Articles of Confederation • Constitution of the United States • Bill of Rights • President of the United States • Vice President of the United States • U.S. Senator • U.S. Representative
<p>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</p>	<ul style="list-style-type: none"> • 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b) • 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a) 	<ul style="list-style-type: none"> • Create a Venn diagram that shows the different and shared powers between the state and federal government. • Debate a school issue and decide if it is the responsibility of the national government or the state to resolve it. • Create an interactive bulletin board of the three branches of government. • Create a floor game or maze using information about the branches of the government. 	
<p>Goal 4.3: Build an</p>	<ul style="list-style-type: none"> • 5.SS.4.3.1 Name 		

<p>understanding that all people in the United States have rights and assume responsibilities.</p>	<p>President and Vice President of the United States and the United States congressional representatives from Idaho.</p> <ul style="list-style-type: none"> • 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a) • 5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b) 	<ul style="list-style-type: none"> • List the basic rights and then brainstorm the students' personal responsibilities. • Choose one of the rights of the Bill of Rights and write a reaction paper to its elimination. • Visit a courthouse and talk to a judge or watch a trial. • Participate in a community service-project. 		
<p>Goal 4.4: Build an understanding of the evolution of democracy.</p>	<ul style="list-style-type: none"> • 5.SS.4.4.1 Explain that the United States is a democratic republic. (453.01f) • 5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today's United States. (447.01b) • 5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a) 	<ul style="list-style-type: none"> • Invite a guest speaker to explain the representative form of government. • Compare and contrast our representative form of government to the English form of government. • Create a chart comparing the democracy of Ancient Greece with the democracy of today's United States. • Role-play a New England town meeting to find and hire a new minister. • List the privileges and rights of citizens in pre- and post-revolutionary America. • Read literary pieces that trace the evolution of women's rights in America. 		
<p>Goal 4.5: Build an understanding of comparative government. - No objectives for this grade level.</p>				

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of fifth grade)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 5</i>
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	<ul style="list-style-type: none">● 5.SS.5.1.1 Explain that the world is divided into many different nations and that each has its own government.● 5.SS.5.1.2 State that a nation consists of its territory, people, laws, and government.● 5.SS.5.1.3 Explain that the United States is one nation and how it interacts with other nations in the world.● 5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.			<ul style="list-style-type: none">● territory● government● negotiate● détente● refugee● perspectives● interdependence