

SOCIAL STUDIES – GRADE 5

Course Overview

Focus Areas: *United States History, Geography*

The content of the social studies curriculum is based upon Montana Content Standards and Benchmarks for Social Studies 1-6. Students will explore a survey of United States history from the migration of Native American groups from Asia through the Civil War. Instructional units include Native Americans exploration and discovery of America, English colonization, French and Indian Wars, Revolutionary War, westward expansion and movements, and the Civil War. Students will also demonstrate a grade level knowledge of geography. All Grade 5 social studies content is further developed around the emphasis of making informed decisions based on geographic understanding; demonstrating an understanding of the effects of time, continuity, and change on historical perspectives and relationships; and demonstrating an understanding of the impact of human interaction and cultural diversity on societies. Students will employ a variety of skills such as reading, observing, listening, collecting, organizing, creating, and presenting to facilitate their knowledge of United States history and geography. Assessment will include written and oral student response, student-made products and presentations, teacher observation, objective tests, and performance assessment of learning activities and tasks.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining
 - Introduction to various methods
2. Demonstrating a Sense of Chronology
 - Timeline activities
3. Identifying, Classifying and Summarizing Ideas
 - Skills activities as they apply to identifying and classifying
 - Practice with group and individual verbal and written summaries

(Content Strands cont.)

B. Communication Skills

1. Writing and Research

- Utilize language arts skills for research studies
- Connect writing and reading in the research process
- Discussion and sharing of information
- Student written reports

2. Listening and Oral

- Class discussions
- Group and individual presentations

3. Reading and Vocabulary

- Focus on basic terminology
- Text and supplementary reading

C. Map and Globe Skills

- Specific map assignments as applicable
- Map skills assignments from skills development lessons

D. Group Participation Skills

1. Conflict Resolution

- Discussions related to current events
- Discussions related to classroom events

2. Simulations

- Group simulations as they apply to topic areas

3. Class Discussion

- On-going part of class
- Both teacher- and student-developed topics
- Current event topics

II. Citizenship Skills

A. Comparing Different Traditions and Cultures

- Study different groups of people who have affected our own culture

B. Critical and Analytical Skills

1. Drawing Inferences

2. Distinguishing Fact, Bias and Propaganda

3. Introducing Cause and Effect Relationships

4. Interpreting Charts, Graphs, and Visuals

Social Studies Content Standards and Benchmarks

Standard 1: Students will demonstrate a grade level knowledge of geography. (SSCS—3)

Benchmarks

1.1 Students will use various tools to study the geography of the United States. (3.8.1-5)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	review the major features of the United States on a physical map.	V, W, O, P for all.	D, M for all.
1.1.2	read and compare geographical information on graphs, tables, and charts.		
1.1.3	use maps and globes to survey the natural resources, agricultural, and industrial wealth of the United States.		

1.2 Students will name and locate the fifty states. (3.8.2)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	name and locate the states that make up the following regions of the United States: Northeast, Southeast, Middle West, Southwest, West. a) point out the geographic features of the regions of the United States listed above. b) discuss the economic factors and major resources of the regions of the United States listed above.	V, W, O, P for all	I, D for all.

Standard 2: Students will develop grade level skills in United States history. (SSCS—4, 6)

Benchmarks

2.1 Students will examine Native Americans and their cultures. (6.8.5)

Students will:

	Essential Learnings	Assessment	Map
2.1.1	trace the migration of Native American groups from Asia.	V, W, O, P for all.	I, D for all.
2.1.2	identify the major types of Native American groups and discuss the reasons for their different cultures.		

2.2 Students will investigate the exploration and discovery of America. (4.8.2, 4.8.4-5)

Students will:

	Essential Learnings	Assessment	Map
2.2.1	explain the theory and proof of Viking explorers in America.	V, W, O, P	I, D for

Columbia Falls - SD6

2.2.2	know what Columbus’s discovery was and understand why it was so important.	for all.	all.
2.2.3	explain why so many explorers came to the new world.		
2.2.4	outline the experiences of the French and Spanish explorers as they relate to the settling of the United States.		
2.2.5	indicate on a map the territories opened up by the French, Dutch, and English.		

2.3 Students will investigate English colonization. (4.8.2, 4.8.5)

Students will:

Essential Learnings		Assessment	Map
2.3.1	know the names and dates of the first two English settlements in North America.	V, W, O, P for all.	I, D for all.
2.3.2	understand why the New England, Middle Atlantic, and Southern Colonies were established.		
2.3.3	explain how New England, Middle Atlantic, and Southern geography affected the occupations of the settlers there.		
2.3.4	name and locate the original Southern, Middle Atlantic and New England Colonies.		
2.3.5	give reasons for both African American and white people settling in the Southern Colonies.		
2.3.6	compare the life of a plantation owner to that of a slave.		

2.4 Students will investigate the French and Indian Wars. (4.8.2, 4.8.5)

Students will:

Essential Learnings		Assessment	Map
2.4.1	discuss the situation in Europe that lead to the French and Indian Wars.	V, W, O, P for all	I for all.
2.4.2	recognize the competitiveness of nations in claiming the New World Territory.		
2.4.3	discuss the outcomes of the French and Indian Wars.		

2.5 Students will investigate the Revolutionary War. (4.8.2, 4.8.5)

Students will:

Essential Learnings		Assessment	Map
2.5.1	understand the basic reasons for the Revolutionary War.	V, W, O, P for all.	I for all.
2.5.2	appreciate the purpose of the First Continental Congress.		
2.5.3	understand the significance of events at Lexington and Concord.		
2.5.4	identify historical figures of the Revolutionary War (i.e., Paul Revere, George Washington, Thomas Jefferson, Ben Franklin).		
2.5.5	realize that the Declaration of Independence is a document that insures freedom for all Americans.		

Columbia Falls - SD6

2.5.6	list some disadvantages Americans faced at the outset of the Revolutionary War.		
1.5.1	understand the motivation for writing the Constitution.		
1.5.2	explain the reasons for three branches of government.		
1.5.3	understand some of the general freedoms given by the Bill of Rights.		

2.6 Students will investigate westward expansion and movement. (4.8.2, 4.8.5)

Students will:

Essential Learnings		Assessment	Map
2.6.1	understand why the Louisiana Purchase was so important to the development of the United States.	V, W, O, P for all.	I for all.
2.6.2	trace the route followed by Lewis and Clark and identify the results of their expedition.		
2.6.3	identify American heroes of the westward expansion era (i.e., Sacajawea, Daniel Boone, Harriet Tubman).		
2.6.4	recognize the major results of the improvements in transportation and communication prior to the Civil War.		
2.6.5	identify the reasons for increased immigration to the United States between 1820 and 1860.		
2.6.6	explain how defeat at the Alamo led to victory for the Texans.		
2.6.7	describe the early settlement of California.		
2.6.8	list the reasons why people wanted to migrate to the Oregon Territory.		
2.6.9	trace on a map the major trails of migration to the West.		
2.6.10	review and compare farming on the prairies and the Great Plains with the East.		
2.6.11	explain how the Homestead Act and gold discoveries affected the westward movement.		
2.6.12	explain what the Transcontinental Railroad was and why it was needed.		
2.6.13	understand how the railroad affected the lifestyle of Native Americans.		

2.7 Students will investigate the Civil War. (4.8.2, 4.8.5)

Students will:

Essential Learnings		Assessment	Map
2.7.1	describe farming differences in the North and South of the United States in the early 1800s.	V, W, O, P for all.	I for all.
2.7.2	compare and contrast the advantages and disadvantages of the North and South at the start of the Civil War.		
2.7.3	identify important leaders on both sides of the Civil War.		
2.7.4	understand the importance of the Emancipation Proclamation.		
2.7.5	discuss the Reconstruction period.		

