

Hallsville R-IV Middle School

5th Grade Social Studies

[Rationale](#) | [Course Description](#)

Curriculum Strands

- [History](#)
- [Geography](#)
- [Civic-Political](#)
- [Social-Cultural](#)
- [Economics](#)

Rationale:

Students at the fifth grade level need to develop thinking skills related to social studies, such as gathering, analyzing, and applying information and ideas, communication, decision-making, and acting as responsible citizens. They need the necessary knowledge base to behave responsibly and understand how individuals, groups, institutions, social and environmental systems, and public policy issues related to each other in this and in other times and places.

Course Description:

Social studies in the fifth grade is taught for 50 minutes on a daily basis. Geography: Students are interpreting maps, understanding how people relate to their environment, and demonstrating the patterns of human movement. History: Students are interpreting historical documents, events, and their relationships from the past to the present. Economics: Fifth graders are learning about the principles related to money and trade, supply and demand, and goods and services. Civic-Political: Students are working on the basic principles of our political system, and understanding the rights and responsibilities of citizens in a democratic society. Social-Cultural: Fifth graders are understanding their role as an individual and their role in a group or social event.

Concept: History

[top](#)

Topic Objective:
1. All students will demonstrate proficiency in the knowledge of continuity and change in the history of Missouri, the United States, and the world.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Analyze the diversity of Native American cultures before the arrival of Europeans in North/South America.</p> <p>1B. Summarize the discovery and exploration of early America.</p> <p>1C. Outline the settlement and colonization of America.</p> <p>1D. Examine the American Revolution and identify the causes and factors leading up to it.</p> <p>1E. Investigate the major causes and effects of the Westward Expansion.</p> <p>1F. Identify political, economic, and social causes and consequences of the Civil War and Reconstruction.</p>		SS 2			<p>1A Mosaic Masks: Pick a culture (Aztec, Mayan, Inca) and create a mosaic mask.</p> <p>1E Lewis and Clark Journal Book: Create a Lewis and Clark book.</p> <p>1B Create a Map: A map of early explorers' routes.</p> <p>1F Road Map to Civil War: Create a picture timeline of 10 important events that lead up to the Civil War.</p> <p>1D Protest Sign: Design a picket sign protesting one of the British taxes.</p>	<p>1B (PE) Portfolio: Create a portfolio of an explorer that summarizes his exploration of early America. (Should include; biography, map of country explored, flag of country who sponsored him, and brochures) (Scoring Guide)</p> <p>1E (PE, MC, CR) Use items to assess the Oregon trail section of Westward Expansion.(scoring Guide)</p> <p>1F (PE, MC. CR) Use items to assess events that lead to Civil War.(Scoring Guide)</p> <p>1D (MC, T/F, CR) Use items to assess why these people were important.(Scoring Guide)</p> <p>1A - C (CR) Clash of Cultures: compare and contrast the Native American's views with those of the colonists (Scoring Guide)</p>

Subject: Social Studies

Grade: 5

Resources:

Text: "The United States and Its Neighbors"

Text: "Our United States"

Videos: "Our United States", "Life in Colonial America", "Reliving the American Revolution", "People of the American Revolution", "The Civil War"

Instructional Methods:

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Concept: Geography

[top](#)

Topic Objective:
2. All students will demonstrate proficiency in the major elements of geographical study and analysis and their relationship to changes in society and environment.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Use geographic research sources to acquire information and answer questions and construct maps.</p> <p>2B. Locate cities of the United States using absolute and relative locations; locate states and major topographical features of the United States.</p> <p>2C. Identify major patterns of population distribution, demographics and immigrations in the United States.</p> <p>2D. Use geography to interpret the past, explain the present and plan for the future.</p> <p>2E. Identify physical characteristics, such as climate, topography, relationship to water and ecosystems.</p> <p>2F. Identify and explore different kinds of regions in the United States</p>	<p>1.4</p> <p>2.2</p>	<p>SS 5</p>			<p>2B Latitude/Longitude: Daily practice of locating cities in the United States.</p> <p>2A Atlas Activities: Using Nystrom Atlases, complete a variety of activities.</p> <p>2D Geography Terms Booklet: Define 24 geography terms, draw a picture of each and make a geography dictionary.</p> <p>2F Create Collage: create a collage to show geographic variety of each United States region.</p>	<p>2B (PE) Tin Man Mystery: Given a world map, students locate cities using absolute location to find the stolen tin man.(Scoring Guide)</p> <p>2D (PE) Geo terms Test: Given a picture, students use the geo terms dictionary they created to label each numbered geography term.(Scoring Guide)</p> <p>2E, 2F Regions Test: Label each U.S. region and pinpoint its climate/agriculture.(Scoring Guide)</p>

Subject: Social Studies

Grade: 5

Resources:

Atlas: "The Nystrom Desk Atlas"
CD: "United States Rap"
Text: "Our United States"

Instructional Methods:

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Concept: Government

[top](#)

Topic Objective:
3. All students will demonstrate proficiency in the knowledge of the principles in documents shaping constitutional democracy in the United States; knowledge of principles and processes of governance systems.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
3A. Identify important principles in the Declaration of Independence. 3B. Identify important principles in the Constitution including: * Limited government * Rule of law * Majority rule * Minority rule * Separation of powers * Checks and balances 3C. Identify and analyze important principles in the Bill of Rights. 3D. Distinguish between powers and functions of local, state, and federal governments. 3E. Identify limited and unlimited governments.	4.2	SS 1 SS 3			3A - 3E "SH" We're Writing the Constitution: Read and do the following: (a) Pg. 7-13: First 13, state map (b) Pg. 14-21: Venn diagram comparing then and now (c) Pg. 22-30: Great Compromise play (d) Pg. 31-40: Founding Fathers seek and find (e) Pg. 40-44 True/False worksheet 3C Bill of Rights Windsock:	3B, 3C (PE) Bill of Rights: Analyze which Bill of rights is the most important to them and what would happen if that right or freedom were not protected by the Bill of Right.(Scoring Guide) 3B, 3C Constitution Test: Fill in the blanks, multiple choice, constructed response.(Scoring Guide)

Subject: Social Studies

Grade: 5

Resources:

Text: "Our United States"
Web Site: "Our Constitution"
Student Materials: "SH!! We're Writing the Constitution"

Instructional Methods:

Enrichment/ Special Needs:

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Concept: Economics

[top](#)

Topic Objective:
4. All students will demonstrate a proficiency in economic concepts and principles.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
4A. Apply the following economic concepts: * Scarcity * Supply/demand * Trade offs. 4B. Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy. 4C. Interpret the past, explain the present and predict the future consequences of economic decisions.	3.7	SS 4			4C "People Go To America": Game using vignettes of people from different countries coming to America. 4A The Factory: Start companies to produce a product.	4A (PE) The Factory: Write a letter reporting the progress of their company. Use as many economic terms as possible. (give a list of terms previously discussed) (Scoring Guide)

Resources:

Text: "Our United States"
 Text: "Economics and You"
 Video: "Econ"

Instructional Methods:

Enrichment/ Special Needs:

Subject: Social Studies

Grade: 5

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[top](#)

Topic Objective:
5. All students will demonstrate the proficiency in the knowledge of relationships of the individual and group to institutions and cultural traditions.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>5A. Identify and explore how ideas, concepts, and traditions have changed over time in the United States.</p> <p>5B. Identify and explore how a person becomes a member of a group or institution.</p> <p>5C. Analyze how the needs of individuals are met by families, groups, and organizations.</p>		SS 6			<p>5A Christmas in America: Separate into 3 groups (1700's, 1800's, 1900's). Each group reports on Christmas traditions in that century. (This activity could also be done with any other tradition/celebration)</p> <p>5A Christmas Around the World: Complete the given steps to research about a specific country's Christmas traditions.</p>	5A (PE) Christmas in America: Students oral and written reports. (Scoring Guide)

Resources:

Text: "Our United States"
 Web Site: "Christmas In America"

Instructional Methods:

Enrichment/ Special Needs:

Subject: Social Studies

Grade: 5

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