

## Social Studies Grade 5

### UNIT 1: Colonial America

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objectives – The student will be able to:

- a. Use a variety of geographic tools to describe the geographic characteristics of early settlements in Colonial America.
- b. Compare the natural/physical and human characteristics of the New England, Middle, and Southern colonies and explain how those characteristics affected where and how people lived and worked.
- c. Analyze the consequences of migration from colony to colony and immigration to the colonies such as the Europeans and Africans to the east coast North America.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time.

Objectives – The student will be able to:

- a. Describe key historical events within the early settlement of Colonial America.
- b. Describe the religious, political, and economic motives of individuals who migrated to North America and the difficulties they encountered.
- c. Compare the political, economic, and social lives of people in the New England, Mid-Atlantic, and Southern colonies.
- d. Describe the establishment of slavery and how it shaped life in Colonial America.

**Goal 3.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objective – The student will be able to:

- a. Explain early examples of self-government such as the Mayflower Compact and the House of Burgesses.
- b. Compare the various foundations, functions, and purposes of governments in the Colonial America regions including early democratic ideas and practices that emerged such as representative assemblies and town meetings.
- c. Describe ways that colonial government shaped public policy in response to regional issues.

**Goal 4.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objectives – The student will be able to:

- a. Describe interactions between early settlers and Native Americans including examples of compromise or conflict.
- b. Describe how increasing diversity in the colonies resulted from immigration, settlement patterns, and economic development.
- c. Describe the contributions of significant individuals and groups to the development of Colonial America.

**Goal 5.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Present information in creative ways, such as simulations, debates, mock trials, and skits.
- f. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

**Goal 6.** Economics – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation and the world.

Objectives – The student will be able to:

- a. Explain the consequences of specialized work on interdependence, trade, and economic growth before 1790.
- b. Explain the importance of shipping and trading to the economic development of the colonies, such as triangular trade.

- c. Explain how technological changes affected the production of goods and services over time in Colonial America.

## **UNIT 2: The American Revolution**

**Goal 1.** Geography –Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objective – The student will be able to:

- a. Explain how geographic information influenced the formation of colonial policy such as the Proclamation of 1763.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time.

Objectives – The student will be able to:

- a. Describe the causes of the American Revolution by identifying and sequencing key events between the French and Indian War and the American Revolution.
- b. Explain the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War.
- c. Describe how the revolution altered colonial and national governments.
- d. Explain the key factors that allowed the American colonies to defeat Britain in the Revolutionary War.

**Goal 3.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- a. Describe how the policies such as the French and Indian War affected the interactions of colonists with Native Americans.
- b. Examine the contributions of people associated with the drafting of the Declaration of Independence and the Constitution.
- c. Describe the significance of principles of the Declaration of Independence.

**Goal 4.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objectives – The student will be able to:

- a. Analyze how conflicts affected the relationship between Britain and the colonists.
- b. Analyze how conflicts affected the relationship between the Patriots and the Loyalists.
- c. Explain how conflicts were resolved between different groups of people during the American Revolution.
- d. Describe the viewpoints, roles, and contributions of individuals and groups during the Revolutionary period.

**Goal 5.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Present information in creative ways, such as simulations, debates, mock trials, and skits.
- f. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

**Goal 6.** Economics – Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation and the world.

Objectives – The student will be able to:

- a. Describe the effects of British taxation on the colonial economy.
- b. Identify the costs, including opportunity costs, and benefits of colonial decisions such as whether or not to buy products on which British taxes were imposed.
- c. Identify the benefits and costs, including opportunity costs, of remaining a British colony versus fighting for independence and economic freedom.

### **UNIT 3: Building A New Nation**

**Goal 1.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- a. Describe how Europe’s philosophies and policies affected the political structure of the American Colonies.
- b. Identify how democratic principles such as the rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.
- c. Explain the balance between providing for the common good and protecting individual rights.
- d. Explain the characteristics of limited and unlimited government.
- e. Identify and explain the meaning and importance of democratic principles and values of the United States Government that evolved during the Revolutionary period.
- f. Analyze the principles articulated in the Articles of Confederation and the successes and failures in meeting the challenges of governing.
- g. Explain the contributions of people associated with the drafting of the Constitution.
- h. Analyze how individuals with varying economic and regional interest contributed to the first political parties and special interest groups.
- i. Describe the significance of the principles of the U.S. Constitution.

**Goal 2.** History – Students will examine significant ideas, beliefs, and themes, organize patterns and events, and analyze how individuals and societies have changed over time.

Objectives – The student will be able to:

- a. Describe individual freedoms that resulted from the American Revolution.
- b. Describe the historical developments that led to the writing of the Constitution and Bill of Rights.
- c. Compare the system of government under the Articles of Confederation and the Constitution.

**Goal 3.** Peoples of the Nations and World – Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the world through both a multicultural and historic perspective.

Objective – The student will be able to:

- a. Explain how conflicts were or were not resolved between different groups of people during the Constitutional Convention.

**Goal 4.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Present information in creative ways, such as simulations, debates, mock trials, and skits.
- f. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.

#### **Unit 4 – We The People**

**Goal 1.** Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- a. Describe the three branches of government and their individual powers and responsibilities such as separation of powers and checks and balances.
- b. Describe the power and responsibility of the Supreme Court including the power of judicial review.
- c. Give examples of how powers are distributed in the federal system and how local, state, and federal laws impact people's lives.
- d. Describe the significance of the Bill of Rights.
- e. Describe responsibilities associated with certain basic rights of citizens such as freedom of speech, religion, and the press, and why these responsibilities are important.
- f. Explain why some rights, such as voting rights and equal protection of the law, are important to an individual in a democratic society.
- g. Identify how due process of law protects the accused.

- h. Describe the due process protections in the Bill of Rights.
- i. Analyze the usefulness of various sources of information used to make political decisions.
- j. Describe ways people can participate in the political process including voting, petitioning elected officials, and volunteering.

**Goal 2.** Social Studies Skills and Processes – Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- a. Read to learn and construct meaning about social studies by using appropriate vocabulary and comprehension strategies.
- b. Write to learn and communicate social studies understandings through informal writing, formal writing, and timed, on-demand writing.
- c. Identify, interpret, and synthesize information from primary and secondary sources to analyze a social studies question/topic/situation/problem being studied.
- d. Analyze social studies information from a variety of sources by interpreting, evaluating and synthesizing information and by recognizing relationships in and among ideas or events such as cause and effect, sequence, main idea, and details.
- e. Present information in creative ways, such as simulations, debates, skits, mock trials, and simulated congressional hearings.
- f. Organize and display social studies information from print and non-print sources using charts, graphs, graphic organizers, maps, timelines and other visual representations.