

5 th grade SOCIAL STUDIES	5 th Grade	Learner Objectives by Topic (Standards-Referenced)	Resources
	Literacy Unit 1	Science Unit	
	Literacy Unit 2	Science Unit	
	Literacy Unit 3 <i>Social Studies Theme: U.S. – Our Independence</i>	<p><i>History/Chronology & Consequence</i></p> <ul style="list-style-type: none"> -Examine the costs colonists faced when deciding to move to the Americas, including the costs of lost possessions and risks to personal safety and the benefits of economic opportunities and freedoms once settlements were formed -List the causes and effects of the Revolutionary War -Construct and explain a timeline that shows the major events of the Revolution and the <i>Constitution</i> (1763-1791) <p><i>History/Historical Analysis</i></p> <ul style="list-style-type: none"> -Construct a map that shows the location of the thirteen colonies, major landforms, natural resources, etc. -Compare and contrast life in different colonial regions (NE, Middle, South) -Explain the triangular trade between Britain, Africa and the thirteen colonies -Examine different accounts of the Revolutionary War -Identify the strengths and weaknesses of the American and British forces in the American Revolution. -Identify some of the roles of women in the American Revolution. -Depict ways in which the American Revolution affected slaves and American Indians. <p><i>History/Historical Change</i></p> <ul style="list-style-type: none"> -Prepare and present the positions of Patriots and Loyalists -Identify and describe at least 3 events that led to colonists’ cry for independence from Great Britain (i.e. Sugar Act, Stamp Act, Tea Act, Boston Massacre, etc.) -Explains that the <i>Declaration of Independence</i> was written to declare the freedom of the thirteen colonies from Great Britain <p><i>Political Science/Citizens and Government</i></p> <ul style="list-style-type: none"> -Explain how the principles and ideals set forth in the <i>Constitution</i> affect current government and citizen decisions -Explain that the new government is organized into three branches: legislative, executive, and judicial -Describe the structure and function of the three branches of government 	<p>Week 1: Life in the Colonies Week 2: Life in the Colonies Week 3: Road to War Week 4: Road to War Week 5: Revolutionary War Week 6: Founding a Nation</p> <p><i>United States History,</i> Houghton Mifflin *Adopted materials 2007</p> <p>Social Studies Alive! America’s Past Ch. 5-7 and 9-15 www.teachtci.com Free Trial – 30 Days</p> <p>Library of Congress - American Memory (digital collections) http://memory.loc.gov/amme/index.html</p> <p><i>Field Experience</i> State Historical Museum http://www.iowahistory.org/museum/</p>

	<p>Literacy Unit 4</p> <p><i>Social Studies Theme: U.S.- Multiculturalism and the Story We Tell</i></p>	<p><i>History/Historical Change</i></p> <ul style="list-style-type: none"> -Trace the migration routes of American Indians into North America. -Examine historical events recorded in Sioux pictographs that show how geography affected the lives of the Sioux. - Identify, compare, and contrast seven American Indian cultural regions. -Analyze artifacts to identify which ones American Indians may have used as they adapted to each region. -Analyze three dilemmas faced by West Africans in the European slave trade. -Consider the available choices for West Africans in slave trade dilemmas and identify what actions they took. -Identify aspects of the lives of enslaved Africans and consider the ways in which plantation owners viewed these activities. -Recognize and recall social studies vocabulary such as origin story, migrate, environment, adapt, kiva, migration, natural resource, adaptation, pictograph slave trade, dilemma, Middle Passage, triangular trade, slave auction, overseer, griot, spiritual <p><i>Behavioral Sciences/Individual and Socialization</i></p> <ul style="list-style-type: none"> -Write a journal entry as a West African caught up in the slave trade. <p><i>Behavioral Sciences/Issues in Society</i></p> <ul style="list-style-type: none"> -Identify aspects of the ways of life of four young American Indians from different cultural regions. -Role play to infer the experiences of West Africans. 	<p>Week 1: Native Americans Week 2: Native Americans Week 3: Native Americans Week 4: Slavery in the U.S. Week 5: Slavery in the U.S. Week 6: Slavery in the U.S.</p> <p><i>United States History</i>, Houghton Mifflin *Adopted materials 2007</p> <p>Social Studies Alive! America’s Past Ch. 2, 3 and 8 www.teachtci.com Free Trial – 30 Days</p> <p>Library of Congress - American Memory (digital collections) http://memory.loc.gov/ammem/index.html</p> <p><i>Field Experience</i> State Historical Museum http://www.iowahistory.org/museum/</p>
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	<p>Literacy Unit 5</p> <p><i>Social Studies Theme: U.S. – From Sea to Shining Sea</i></p>	<p><i>Geography/Geographic Applications</i></p> <ul style="list-style-type: none"> -Construct and use maps to explain the movement of people West in the 1800s -Create an annotated map showing the major U.S. territories acquired in the nation’s westward expansion -Construct maps of the trails providing access to settlers and pioneers moving West <p><i>Geography/Geographic Analysis</i></p> <ul style="list-style-type: none"> -Recognize and recall vocabulary terms such as: territory, annex, acquisition, Manifest Destiny, reservation, expedition, boundary, cede, pioneer, Mexicano, Nez Percé, rancho, forty-niner, claim, immigrant, transcontinental, Mormon, missionary - Create and analyze tables and bar graphs <p><i>History/Chronology & Consequence</i></p> <ul style="list-style-type: none"> -Explain why and how the United States acquired key territories, and depict how this affected the people already living in each region <p><i>History/Historical Change</i></p> <ul style="list-style-type: none"> -Write a journal entry as a Cherokee leaving his or her homeland for unknown lands west of the Mississippi River -Identify the effects of westward expansion on six groups of westerners -Describe the benefits and drawbacks pioneers experienced when they moved west <p><i>History/Historical Analysis</i></p> <ul style="list-style-type: none"> -Create a comic-book panel to show how different groups of people viewed westward expansion <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> -Create a dramatization that shows aspects of life for one of six groups of people living in the West during the 1800s 	<p>Week 1: Geographic Apps Week 2: Geographic Apps Week 3: Geographic Analysis Week 4: C&C Week 5: Historical Change Week 6: Historical Analysis</p> <p><i>United States History</i>, Houghton Mifflin *Adopted materials 2007</p> <p>Social Studies Alive! America’s Past Ch. 16 and 17 www.teachinci.com Free Trial – 30 Days</p> <p>Junior Achievement: Our Nation <i>This program provides practical information about businesses’ need for individuals who can meet the demands of the job market. It introduces the concept of globalization and entrepreneurship. Five required, volunteer-led sessions.</i></p> <p>Library of Congress - American Memory (digital collections) http://memory.loc.gov/ammem/index.html</p> <p><i>Field Experiences</i> State Historical Museum http://www.iowahistory.org/museum/</p> <p>Living History Farms http://www.lhf.org/</p>
	Literacy Unit 6	Science Unit	

