

FIFTH GRADE (United States Studies)

The fifth grade course of study focuses on the collective heritage of the people of the United States and the foundation of the American democratic society. The major emphasis of fifth grade United States Studies is on geography through the study of North American history, beginning with the Ice Age. Students will examine early settlements, the development of early colonization by various groups and the impact of those groups on the forming of our democratic nation.

The course will develop citizenship education through the study of ideals, principles, and practices of citizenship in a democratic society. Students will become familiar with the geography and economic development of various regions of the United States. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum should be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and to the world.

Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops. **The competencies are required to be taught.** The competencies combine these strands: **civics, history, geography, and economics.** Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The suggested objectives are optional, not mandatory. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school districts.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objectives

1. Examine the historical development of the United States of America. (H, G)

- a. Identify the various groups who migrated to North America and the cause(s) of this migration.
- b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native Americans, Europeans, Africans, Asians, etc.).
- c. Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.).
- d. Analyze past and present patterns of rural/urban migrations within the United States.

2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H)

- a. Determine how democratic principles developed (e.g., women's suffrage, civil rights, etc.).
- b. Compare our democratic principles to those of non-democratic nations.
- c. Research/analyze how democratic events and symbols have evolved (e.g., flag, voting, inaugurations, etc.).

3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). **(C, H, G, E)**

Analyze how "national" and "state" boundaries developed and have changed over time (e.g., Native American, Colonial, Louisiana Purchase, etc.).

Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, states and capitals, etc.).

Measure/calculate distance on a variety of maps (e.g., map scales, etc.).

Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.).

Identify cardinal and intermediate directions on maps.

Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.).

Explain map essentials (e.g., scale, map symbols, elevation, etc.).

Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.).

Develop and use mental maps for identifying location.

Identify continents and place the United States appropriately.

Using social studies tools, identify and compare the characteristics of the five regions of the United States (e.g., soil, landforms, vegetation, wildlife, climate, etc.).

4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. **(C, H)**

- a. Explain how the powers of the national government are distributed, shared, and limited.
- b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Fathers, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).
- c. Define "rule of law" and explain how it protects individual rights of citizens.

5. Analyze the ideals, principles, and practices of citizenship in a democratic society. **(C, H)**

- a. Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc.).
- b. Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).
- c. Identify civic rights and responsibilities (e.g., voting, paying taxes, etc.).

6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. **(G, E)**

- a. Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).
- b. Research the movement of a product from manufacture to use.
- c. Explain the triangular trade route of 16th and 17th century that linked North America, Africa, and Europe and explain how the trade influenced the history of those continents.
- d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.
- e. Identify and explain factors that contribute to conflict within and between the United States and other countries.

7. Investigate how human technology and nature alters the environment. **(G, H, C)**

- a. Analyze the effects of different types of technology on places (e.g., railroads in the 19th Century, satellite communications in the 20th Century, etc.).
- b. Use social studies tools to determine how changing technology has affected the relationship between people and places.