

Social Studies Curriculum

PASCO SCHOOL DISTRICT #1

5th Grade: US History

In fifth grade, students use their understanding of social studies concepts and cause-and-effect relationships to study the development of the United States up to 1791. By applying what they know from civics, economics and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide student with the ability to examine their role in the community, state, nation, and world.



*Washington State Social Studies
Unit Outlines—Fifth Grade*

Established Goals for 5th Grade Social Studies

*Encounter, Colonization, and Devastation
Independence
Founding the Nation
Legacy for Us Today*

Prepared by the 5th grade curriculum team and
Arlene Jones—District Social Studies TOSA

Encounter, Colonization, and Devastation (1492-1763)

This unit will focus on:

- What is our History
- Why different European nations wanted to control N. America and the Caribbean
- Why enslaved Africans were brought to the colonies
- Why Europeans wanted to settle and control north America and the Caribbean; why life was different from on colony to another.

By the end of the unit students will know:

- How trade affected the economy of the thirteen colonies
- The physical and cultural characteristics of the thirteen colonies
- How people from various cultural groups have shaped the history of the United States

At the end of the unit, students will be able to:

- Analyze the costs and benefits of decisions colonist made to meet their needs and wants
- Construct and use maps to show and analyze information about the thirteen colonies
- Understand and analyze the impact of the European colonist movement to the Americans to the land and the indigenous peoples.
- Analyze the multiple perspectives and interpretations of historical events in US history.

Core Vocabulary for this Unit:

apprentice	artisan	Charter
Colony	Columbian Exchange	Conquistador
encomienda	Indentured Servant	Mayflower Compact
missionary	Plantation	proprietors
Stock	Triangular trade	

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

2.1.1	3.2.3
2.2.2	4.2.2
3.1.1	4.3.1
3.1.2	

Core Materials for this Unit:

Scott Foresman; Building A Nation
 Unit Two, Chapters 4 & 5,
 Unit Three, Chapter 6
 The Nystrom Atlas of Our Country's
 History Unit One & Unit Two

Independence (1763-1791)

This unit will focus on:

- Why do people want to be free
- How can we be heard by our government
- What were the causes of the American Revolution
- Why the Declaration of Independence is important to us

By the end of the unit students will know:

- The impact of the British government on the economy of the thirteen colonies
- How individuals caused change in US history
- Analyzes the multiple causes of change and conflict in US history

At the end of the unit, students will be able to:

- Understands and creates timelines to show how historical events are caused by other important events.
- Understands how essential questions define the significance of researching an issue or event
- Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.

Core Vocabulary for this Unit:

American Revolution	boycott	Declaration of Independence
Minutemen	Parliament	tariff
traitor		

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

2.3.1	4.3.2
4.1.1	5.2.1
4.2.1	5.4.1

Core Materials for this Unit:

Scott Foresman; Building A Nation
Unit Four, Chapters 8 & 9
The Nystrom Atlas of Our Country's
History Unit Three

Founding the Nation (1776-1791)

This unit will focus on:

- What are our values and principles
- What values and Principles are basic to our democracy
- Why is the Bill of Rights important
- Where does our democratic system come from
- What is the purpose of the Constitution
- What is the Bill of Rights

By the end of the unit students will know:

- How technology and ideas have affected the way people live and change their values, beliefs, and attitudes.
- The key ideals of liberty and patriotism as outlined in the Declaration of Independence, US Constitution, and other fundamental documents.
- The organization of the United States government

At the end of the unit, students will be able to:

- Understand the function of the US government
- Understand the purpose of documents and concepts used in them.

Core Vocabulary for this Unit:

amendment	Bill of rights	Checks and balances
compromise	Delegate	Executive branch
Judicial branch	Legislative branch	ratify

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.1	4.2.3
1.2.1	5.1.1
1.2.2	

Core Materials for this Unit:
 Scott Foresman; Building A Nation
 Unit Five, Chapter 10
 Reference Guide Pg R26-R52

Legacy for Us Today

This unit will focus on:

- What are our rights and responsibilities
- What is the legacy of our founding documents

By the end of the unit students will know:

- That significant historical events in the United States have implications for current decisions and influence the future
- That civic participation involves being informed about how public issues are related

At the end of the unit, students will be able to:

- Evaluate how a public issue is related to constitutional rights and the common good
- Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.
- Evaluates the relevance of facts used in forming a position on an issue or event
- Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.
- Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically.

Core Vocabulary for this Unit:

Common Good Individual Rights Stakeholders

Student's knowledge will be assessed using the following:

Classroom Based Assessment:
"You Decide"

Washington State Grade Level Expectations (GLEs):

1.1.2	5.3.1
1.4.1	5.4.1
4.4.1	5.4.2
5.1.2	

Core Materials for this Unit:

Scott Foresman; Building A Nation
Unit , Chapter
The Nystrom Atlas of Our Country's
History Unit Six (pg 70-73)

Months	September	October	November	December	January	February	March	April	May	June
Events that take away instruction time	MAP testing Writing Prompt	QRI/MFC				WLPT SUPERA	5-Early release (Conferences) SUPERA Writing Prompt (fbd)	WASL 3 Weeks	QRI/MFC MAP testing	
# Instr>days	21/18	22/22	5/5	14/14	19/19	19/18	20/16.5	20/15	18/15	9/9
Social Studies Unit	US Encounter, Colonization, and Devastation (1492-1763)			US Independence (1763-1791)			US Founding the Nation (1776-1791) US Legacy for Us Today			
Writing Focus	Note Taking & Summarizing	Summarizing a Story	Writing from a Prompt	Report Writing	Expository Prompt Writing	Expository Prompt Writing	Expository Persuasive Prompt Writing	Research Report	Essay Writing	
Spelling										
Reading Focus										
Science Focus				<i>Ecosystems</i>						<i>Land & Water</i>
*Kits rotate in district										
Math Focus										
Oral Language Focus										

T R I M E S T E R B R E A K

W I N T E R B R E A K

T R I M E S T E R B R E A K

