

<p align="center"><b>Course Title: GRADE FIVE HISTORY- SOCIAL SCIENCE-B</b></p>	<p align="center"><b>Course Description</b></p>
<p><b>Course No.</b> N/A <span style="float:right"><b>Grade level:</b> 5</span></p> <p><b>Text and Resources:</b>  *<i>A. Reflections: The United States – Making A New Nation;</i>  Harcourt  *<i>B. Reflections: The United States – Making A New Nation</i>  <i>Workbook</i></p> <p>* Primary Adoption</p>	<p><b>Course Duration:</b> *One Semester</p> <p><b>Credit Value:</b> N/A</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. (5.1)</li> <li>2. Students trace the routes and describe the early explorations of the Americas. (5.2)</li> <li>3. Students describe the cooperation and conflict that existed among the Indians, and between the Indian nations and the new settlers. (5.3)</li> <li>4. Students understand the political, religious, social, and economic institutions that evolved in the colonial era. (5.4)</li> <li>5. Students explain the causes of the American Revolution. (5.5)</li> <li>6. Students understand the course and consequences of the American Revolution. (5.6)</li> <li>7. Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American public. (5.7)</li> </ol> <p><u>Historical and Social Sciences Analysis Skills</u></p> <p>Students will demonstrate chronological and spatial thinking skills, research skills and will be able to interpret and explain events from historical contexts.</p>	<p>Students will study the development of the nation with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students also learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. Through the study of this course, students will recognize that this nation has a constitution that derives its power from the people. They will know that this nation went through a revolution, that it once sanctioned slavery, that it experienced conflict over land with the original inhabitants, and that it experienced a westward movement that took its people across the continent.</p> <p>Fifth grade social science also incorporates historical and social science analysis skills that include chronological and spatial thinking, research, evidence, point of view and historical interpretation.</p> <p>*Open entry/open exit</p>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>1. Students will complete all activities assigned.</li> <li>2. Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will complete all assignments and assessments with a minimum of 70% accuracy.</li> <li>2. The supervising teacher will be satisfied with the quality of the student’s work.</li> </ol>

# GRADE FIVE SOCIAL SCIENCE-B

## Course Outline

### I. Textbook Assignment Options:

- A *Reflections: The United States – Making a New Nation (1 Course)*
- Read and complete all activities for Units 4-6.
  - Complete all activities in Practice Workbook for Units 4-6.
  - Complete one Extension Activity.

### II. Extension Activities

- Write a multiple paragraph composition that answers the following questions: What was the cause of the American Revolution? How did the Revolutionary War affect people's lives? What were some of the major battles of the war? What was the role of women, African Americans, and American Indians during the Revolutionary War?
- Design a poster that lists and honors the Bill of Rights. Illustrate your poster with pictures of freedoms that you enjoy. Write a paragraph explaining why the Bill of Rights was added to the Constitution.
- Create a map showing the growth of the United States. Use various colors to show different stages such as the Louisiana Purchase, Texas Annexation, and the Oregon Territory. Be sure to include the year that the land was acquired.
- Imagine it is 1776. Write a one page letter to the editor of a local newspaper telling why you support independence for the 13 colonies. Include evidence that supports your argument. Now imagine it is 1786. Write a one page letter to a newspaper in which you argue for changing the Articles of Confederation. Try to persuade your readers that the Articles have shortcomings.
- Teacher generated activity, approved by the site administrator.

### III. Evaluation

- Unit and/or final test.
- All textbook work must meet the 70% accuracy level for a "C" grade.