



Social Studies
5th Grade

Curriculum Committee Members

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Hazelwood School District

Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21st Century skills for success as global citizens.

Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

Curriculum Overview

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: 5th Grade Social Studies

GRADE LEVEL: 5th

CONTENT AREA: Social Studies

Course Description:

Theme: Our Nation (1800 – 2000)

In fifth grade, students engage in the study of events, documents, movements, and people emphasizing the time period between 1800 and 2000 in America with a focus on inquiry into the continuing development of the United States as a nation. This survey of U.S. History between 1800 and 2000 requires that students generate and research compelling questions in each unit of study.

(Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

Course Rationale:

Social studies develops students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

Course Scope and Sequence

Unit 1: Geography and Westward Expansion	Unit 2: Civil War, Immigration and Industrialization	Unit 3: Great Depression, Dust Bowl, WWI, WWII, Cold War and the Civil Rights Movement
How can we use the themes of geography to analyze their relationship to changes in society and the environment? What were the costs and the benefits of territorial expansion? 40 class periods	What was the impact of migration and movement of foreign peoples to the United States? 40 class periods	How did the Great Depression, Dust Bowls, wars, and the Civil Rights Movement change the United States? 40 class periods
Unit 4: Research Project How did the contributions of a historically significant individual from 1800-2000 make an impact on US History? 40 class periods		

Course Materials and Resources

- Pearson, MyWorld Interactive Social Studies, 5b, © 2019
- Brady, C. & Roden, P.(2019). Elementary Mini Qs. Evanston, IL: The DBQ Project.

Unit Objectives

Unit 1:

Students will be able to:

1. Construct and create maps for relevant social studies topics- Westward Expansion.
2. Locate and describe real places, using absolute and relative location.
3. Describe and analyze physical characteristics and diverse human characteristics of the nation.
4. Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
5. Describe different regions in the United States and analyze how their characteristics affect people who live there.
6. Use geographic sources to acquire information, answer questions, analyze sources and solve problems.
7. Outline, describe and synthesize the territorial expansion of the United States.
8. Examine the causes and consequences of westward expansion from 1800-2000.
9. Use a geographic lens to analyze the impact of migration on the immigrants and the United States c. 1800-2000.
10. Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
10. Examine the changing roles among Native Americans, immigrants, African Americans, women and others from 1800-2000.
11. Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from c. 1800-2000.
12. Use an economic lens to describe the impact of migration on the immigrants and the United States c.1800-2000.
13. Evaluate how changes in communication and transportation technologies affected people's lives.
14. Research and defend a point of view/position on a social studies question.

Unit 2:

Students will be able to:

1. Identify and analyze the political, economic, and social reasons that created change after the Civil War and Reconstruction.
2. Explain how the purpose and roles of the government have been debated across historical time periods to current times.
3. Explain and analyze the principles of the Constitution to the historical time periods being studied and to current events.

4. Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from c. 1800-2000.
5. Compare and contrast between powers and functions of local, state, and national government in the past and present.
6. Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
7. Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
8. Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
9. Interpret a point of view/position on a social studies topic.
10. Evaluate and use artifacts to share information on social studies topics.
11. Explain how facts and opinions affect point of view and/or bias in social studies topics.
12. Examine the impact of migration on immigrants and the United States c. 1800-2000.
13. Use an economic lens to examine and describe the impact of migration on the immigrants and the United States c.1800-2000.
14. Analyze and explain factors, past and present, that influence changes in our nation's' economy.
15. Examine and describe the cultural impact of migration on the immigrants and the US.
16. Compare and contrast the cultural characteristics across historical time periods in the US post c.1800.
17. Describe and analyze diverse human characteristics of the nation.
18. Use tools to interpret, draw conclusions, make predictions and communicate information and ideas.

Unit 3:

Students will be able to:

1. Identify and analyze political, economic, and social causes and consequences of the Great Depression.
2. Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
3. Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding on social studies topics.
4. Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
5. Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and present.
6. Analyze the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.
7. Identify and analyze political, economic and social causes and consequences of WWI and WWII on the United States.
8. Identify and analyze the political, economic and social consequences of the Cold War on the United States.
9. Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.

10. Analyze and apply the principles of the Bill of Rights to historical time periods being studied and to current events.
11. Evaluate and explain constructive processes of methods for resolving conflicts.
12. Examine the preservation of cultural life, celebrations, traditions, and commemorations over time.

Unit 4:

Students will be able to:

1. Create a compelling research question about a social studies topic.
2. Research and explain the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800-2000.
3. Evaluate and use appropriate resources for investigating a compelling social studies question.
4. Identify, select, analyze and evaluate resources to create a product of social science inquiry.
5. Create and apply a research process to investigate a compelling social studies question.
6. Identify and describe the contributions of historically significant individuals to the United States from c.1800-2000.
7. Conduct and present social studies research to an audience using appropriate sources.
8. Conduct and present research on a social studies question to an audience, using appropriate sources.

Essential Terminology/Vocabulary

Unit 1:

Artifact, boomtowns, cardinal direction, characteristic, conflict, culture, geography, Homestead Act, latitude, longitude, migration, physical feature, primary source, region, treaty, visual aid

Unit 2:

13th, 14th, 15th Amendments, abolitionist, Angel Island, Compromise of 1850, economy, Ellis Island, Freedmen's Bureau, Great Migration, industrial revolution, migration, popular sovereignty, reconstruction, revolution, secede, slavery

Unit 3:

Stock market crash, overconsumption, lack of regulation in banking and the stock market industry, loss of jobs, people in poverty, banks closed, welfare state, Social Security, 22nd Amendment, New Deal Legislation, Zimmerman telegram, submarine warfare, bombs, poison gas, roaring 20s, influenza epidemic, Great Migration, Japan-Pearl Harbor, US-Nagasaki & Hiroshima, Japanese internment Camps, US Women in the Workforce-Rosie-the Riveter, Berlin Wall, US/SU, Space Race, Vietnam War, Korean War, Bay of Pigs, Cuban Missile Crisis, Bomb Shelters, Martin Luther King Jr., Rosa Parks, Jackie Robinson, Coretta Scott King, Eleanor Roosevelt, Thurgood Marshall, peaceful protests, sit-ins, speeches, boycotts, March on Washington, Montgomery Bus Boycott

Unit 4:

Primary source, reliable source, secondary source