

5th Grade Social Studies
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5th Grade Social Studies Syllabus
1st Quarter

Content (C): *A History of US* by Joy Hakim Vol. 1 – 4; key groups of people in the fourth quarter – i.e., immigrants, inventors, reformers, etc.

Study Skills (SS): Methods to help students master content

Research Skills (RS): Library/research skills to equip students to do a wide variety of research projects

Geography (G): Review all the states and capitals; geography of the western hemisphere - maps of Central and South America, Canada; various historical maps; additional map skills through the use of *Weekly Reader Map Skills for Today* along with a variety of geography challenge games

Civics (Cv): Focus on the Declaration of Independence, the Constitution, branches of government, the role of the voter

Computer Applications (CA): Webquests (Internet-based research projects), electronic field trips, familiarity with solid historical Internet sites

Wks.

- 1 - 3 (C): Vol. 1 *The First Americans* ch. 1 – 12
(SS): Reading to find relationships between people (Native Americans) and their environment; timeline of these cultures
(RS): Notetaking from one chapter in text along with additional reference books; one to two page **research report**
(G): *Weekly Reader Map Skills*
(CA): Introduction to reliable reference websites

Wks.

- 4 - 6 (C): Vol. 1 ch. 13 – 20 The European journey to the Americas begins.
(SS): Reading to identify new vocabulary, sequence of events, and important people; Students will learn to be “history detectives” by looking for the answers to teacher directed questions; There will be numerous short **quizzes** to reinforce all these skills, culminating in a **comprehensive test** on these chapters.
(RS): Review research skills – different kinds of reference books, proper Works Cited form, etc.
(G): Maps of Central and South America – students label countries and capitals and various geographic features; *Weekly Reader Map Skills*
(CA): Exploration of Library of Congress and Colonial Williamsburg site

Wks.

- 6 - 9 (C): Vol. 1 ch. 21 – 39 The clash of cultures, Spanish and French exploration, early English colonization
(SS): Reading to identify important issues and reading to identify a central problem
(RS): **PROJECT**: Who Was the Greatest Explorer? This research project will require a student trip to the library for two books on a selected explorer; see **Contract** for further details; final product will be a **brochure** on selected explorer
(G): Various historical maps on the routes the explorers took
(CA): Use of solid history and social studies sites to find additional information on chosen explorer

5th Grade Social Studies Syllabus 2nd Quarter

Content (C): *A History of US* by Joy Hakim Vol. 2

Study Skills (SS): Methods to help students master content

Research Skills (RS): Library/research skills to equip students to do a wide variety of research projects

Geography (G): Review and memorize all the states and capitals; geography of the western hemisphere - maps of Central and South America, Canada; various historical maps; additional map skills through the use of *Weekly Reader Map Skills for Today*

Computer Applications (CA): Webquests, electronic field trips, history related Internet sites

Wk. 1 (C): Vol. 1 *The First Americans*

(SS): Reading to identify important issues

(RS): Finish "Who Was the Greatest Explorer" brochure

(G): Fill in blank map with Spanish colonization routes by using an historical atlas

Wks.

2 – 4 (C): Vol. II *Making 13 Colonies* ch. 1-12; students will look at various primary source documents such as John Smith's journal entries and the Mayflower Compact

(SS): Begin individual timelines; look at cause and effect relationship in early colonization efforts

(RS): Review proper Works Cited form

(G): *Weekly Reader Map Skills*

Wks.

5 – 7 (C): Vol. II ch. 13 – 15, various assigned chapters based on group (below)

(SS): Reading to identify new vocabulary, sequence of events, and important people; Students will again become history detectives to study the colonization of Massachusetts and compare that to the colonization of Jamestown - Quiz and Test

(RS): Students will be in one of three groups to do some basic research on the New England, Middle, and Southern colonies' way of life; each group will do a poster and oral presentation to the rest of the class. **Project grade** on each student's individual component.

(G): Map of 13 colonies – **Map Quiz** (label colonies, major cities, and geographical features)

(CA): Development of Internet search skills; students will find information on their respective colonies through the use of various historical sites as well as a colonial search on <http://kids.yahoo.com>

Wks.

8 – 9 (C): Vol. II – group chapters; ch. 16 - 36

(SS): Class will make a large Venn diagram comparing and contrasting colonial regions

(RS): Completion and presentation of group research

(G): *Weekly Reader Map Skills*

(CA): Various historical activities at Memorial Hall Museum Online and www.ushistory.org

5th Grade Social Studies Syllabus 3rd Quarter

Content (C): *A History of US* by Joy Hakim Vol. 3;

Study Skills (SS): Methods to help students master content

Research Skills (RS): Library/research skills to equip students to do a wide variety of research projects

Geography (G): Review and memorize all the states and capitals; geography of the western hemisphere - maps of Central and South America, Canada; various historical maps; additional map skills through the use of *Weekly Reader Map Skills for Today*

Computer Applications (CA): Webquests, electronic field trips, history related Internet sites

Wks.

1 – 2 (C): Vol. III *From Colonies to Country* ch. 1 – 7; readings from George Washington's journal

(SS): Students will continue work on individual timelines; begin classroom Cause and Effect chart to help students understand the significant events leading up to the Revolutionary War

(RS): Students will begin work on short biographical sketches on people of their choice; Each of the 4 – 6 **sketches** done this quarter will be worth a **10 point grade**

(G): *Weekly Reader Map Skills*

Wks.

3 – 4 (C): Vol. III ch. 8 – 14; primary source readings on the Boston Massacre

(SS): Reading to identify the relevant details of the lives of two important early Americans – converting information from one form to another

(RS): Analysis of two eyewitness accounts of the Boston Massacre – identifying conflicting details in the accounts and learning to differentiate between fact and opinion

Wks.

5 – 7 (C): Vol. III ch. 16 – 21

(SS): Reading to identify new vocabulary, sequence of events and important people; students will again become history detectives to study the path leading to the Declaration of Independence; **Quiz and Test** on history detective material

(RS): Students will continue work on biographical sketches on people of the Revolutionary War era

Wks.

8 – 9 (C): Vol. III ch. 22 – 33, 34 – 40; Northwest Ordinance

(SS): Reading to identify important issues and problems; understanding cause and effect

(RS): Students will do some basic research on some of the battles of the Revolutionary War (**30 points**); they will also continue biographical sketches

(G): Historical map identifying major battles of the Revolutionary War (**10 point grade**)

5th Grade Social Studies Syllabus 4th Quarter

Content (C): *A History of US* by Joy Hakim Vol. 4

Study Skills (SS): Methods to help students master content

Research Skills (RS): Library/research skills to equip students to do a wide variety of research projects

Geography (G): Review and memorize all the states and capitals; geography of the western hemisphere - maps of Central and South America, Canada; various historical maps; additional map skills through the use of *Weekly Reader Map Skills for Today*

Computer Applications (CA): Webquests, electronic field trips, history related Internet sites

Wks.

1 – 2 (C): Vol. IV *The New Nation* ch. 1 – 12

(SS): Convert information in text to flowchart/timeline of events that were important milestones in paving the way for our federal republic

(RS): Biographical sketches – begin work on Heroes Quilt

(G): Weekly Reader Map Skills

Wks.

3 – 4 (C): Vol. IV ch. 13 – 20; Star Spangled Banner – students will begin memorizing and singing our national anthem and will study primary documents showing the history of our flag and anthem

(SS): Memorization strategies – **students will write out the anthem for a grade**

(RS): Finish Heroes Quilt

(G): *Weekly Reader Map Skills*

Wks.

5 – 6 (C): Vol. IV ch. 21 – 23

(SS): Students will again become history detectives to understand the people and inventions behind the Industrial Revolution: they will read to identify new vocabulary, important people, and answer focus questions – **Quiz and Test**

Wks.

7 – 9 (C): Vol. IV, selected chapters; Vol. V *Liberty For All?*, selected chapters – students will continue to look at the people (individuals and groups) that helped to build our country in the 1800s

(SS): Students will read to identify important issues and problems related to westward expansion and growing unrest between the North and the South

(RS): Small research project on one individual or group

(G): Memorize/review states and capitals – **matching test**; historical maps showing westward expansion