





Grade 5 Social Studies (Master)






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CONTENT	SKILLS	ASSESSMENT	RESOURCES/LINKS	ACTIVITIES/STRATEGIES
<p>SOCIAL STUDIES PROCESS AND APPLICATION A. Social Studies Knowledge and Real World Application </p> <p>B. Cause and Effect</p>	<p>A. Assess, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations</p> <p>A. Identify the ways places and regions change over time</p> <p>A. Identify geographic concepts related to current events</p> <p>A. Identify and utilize geography skills (e.g., patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the environment</p> <p>A. Record life events in chronological order on a timeline</p> <p>A. Record historical events from content studied in chronological order on a timeline</p>			




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<p>C. Time Lines</p> <p>GEOGRAPHY </p> <p>D. Cardinal and intermediate directions</p> <p>E. Maps that show movement</p> <p>HISTORY </p> <p>F. Ancient Indians</p> <p>G. Early Civilizations</p> <p>H. Native Americans of North America</p> <p>CULTURES </p> <p>I. Indians of the Northwest Coast</p>	<p>A. Identify how archaeological research adds to our understanding of the past</p> <p>A. Research people and events from the past using primary source materials (e.g., photos, artifacts, interview, documents, maps)</p> <p>A. Retell stories to describe past events, people and places</p> <p>B. Identify in writing cause and effect</p> <p>C. Locate events on a time line</p> <p>C. Plot events on a time line</p> <p>D. Identify the cardinal and intermediate directions using a compass rose</p> <p>D. Locate items on a map using cardinal and intermediate Directions</p>			


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J. Indians of the Southwest	E. Construct a time line			
K. Indians of the Eastern Woodlands				
L. Indians of Middle America				







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M. Logical Conclusions 				
N. Explorer Research 				
CIVICS/GOVERNMENT				
O. European Governments 				
GEOGRAPHY				
P. Cartography 				
Q. Longitude and Latitude 	M. Use information to make a conclusion N. Research an explorer N. Write and illustrate research report on an explorer			




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<p>HISTORY R. European Exploration </p> <p>S. Early Voyages to Americas </p> <p>ECONOMY T. European Exploration </p> <p>A-I Vocabulary conquistador civil war grant mainland rumor claim desertion missionary colony colonist plantation Northwest Passage trade network agent armada profit</p>	<p>O. Analyze how changes in European governments led to exploration</p> <p>P. Describe the shortcomings of Martin Behaim's globe</p> <p>P. Compare and contrast early and modern cartography and equipment</p> <p>P. Analyze how Magellan's trip revealed the true nature of the Earth's land and water forms</p> <p>Q. Locate places on a map using lines of latitude and longitude</p> <p>Q. Identify latitude and longitude of a given location on a map</p>			

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<p>pilgrim compact Mayflower Compact interpreter</p> <p>U. Aztecs and Incas </p> <p>V. Gold and Riches </p> <p>W. Settlers and Slaves </p> <p>X. French and Dutch </p> <p>Y. English </p> <p>CIVICS/GOVERNMENT Z. Native Americans and</p>	<p>R. Explain how events in Constantinople affected European dependence on Asian trade</p> <p>R. Evaluate Portugal's role in exploring new lands</p> <p>R. Describe some of the locations of Columbus's voyages</p> <p>S. Hypothesize about the stories of early European and Asian visits to the Americas</p> <p>S. Evaluate the actions of the Vikings in the Americas</p> <p>S. Identify areas of potential conflict and cooperation between Columbus and his crew and between the Europeans and the Tainos</p> <p>T. Explain Spain's reasons for financing exploration to the</p>			

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<p>Europeans </p> <p>HISTORY AA. European encounters in the Americas </p> <p>CULTURE BB. Spanish Impact </p>	<p>Americas</p> <p>U. Determine orally what caused fighting between the Spanish and Aztecs, Spanish and Incas, and what might cause people of difference cultures to fight with one another today</p> <p>V. Explain orally why the Spanish risked the unknown to explore</p>			

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<p>Application </p> <p>A- Vocabulary</p> <p>buffer</p> <p>presidio</p> <p>hacienda</p> <p>self-sufficient</p> <p>mission</p> <p>royal colony</p> <p>portage</p> <p>proprietary colony</p> <p>proprietor</p> <p>charter</p> <p>cash crop</p> <p>refuge</p> <p>Puritan</p> <p>Fundamental Orders</p> <p>militia</p> <p>import</p> <p>export</p> <p>apprentice</p> <p>planter</p>	<p>North America in the 1500's and determine some reasons why people take actions that involve risk and danger</p> <p>W. Summarize orally what brought the Spanish and the Africans to the Americas to live and describe some reasons regarding what brings people to a new place to live</p> <p>X. Determine orally advantages and disadvantages of the fur trade for both Native Americans and Europeans and examine how trade between cultures have both advantages and disadvantages</p> <p>Y. Summarize orally the ways cooperation helped the English colonists at Jamestown and Plymouth and apply the summary to</p>			

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broker indentured servant generalization	determine in what ways cooperation is better than conflict			
CC. Spanish Colonies 	Z. Explain in writing the cause-and- effect relationship between the fur trade with the Europeans and the weakening of the Huron and Iroquois nations			
DD. French Colonies 	Z. Summarize in writing how self-rule and aid from the Indians helped the Plymouth colony succeed			
EE. British Colonies 	AA. Analyze in writing the cause-and- effect relationship between the belief in the existence in the Seven Cities of Gold and Coronado's experiences			
FF. British Towns and Cities 	AA. Compare and contrast in writing de Soto's search for gold with that of Coronado			
GG. Life on Plantations 	AA. Summarize in writing the changes Spanish colonizatin			
CIVICS/GOVERNMENT				
HH. European Governments 				

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<p>HISTORY II. European Colonies in the Americas </p>	<p>brought to New Spain AA. Analyze in writing the condition under which Africans were brought to New Spain and their treatment there AA. Analyze in writing the failures and successes of the Jamestown colony</p>			
<p>ECONOMY JJ. The Economy of European Colonies </p>	<p>BB. Analyze in writing the impact the Spanish conquistadors had on the Aztec civilization BB. Compare and contrast in writing Pizarro's treatment of the Incas with Cortes's treatment of the Aztecs, and determine the impact of the Spanish conquest on the Incas</p>			
<p>GEOGRAPHY KK. Geography of the Colonies </p>				
<p>CULTURE LL. Culture in the Colonies</p>				

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	CC. Identify orally			

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	<p>reasons the Spanish government decided to expand its lands in North America, and why a government today might decide to expand its lands</p> <p>DD. Identify orally the steps taken by the French government to protect its interests in New France and analyze orally the steps taken by governments today to protect their interests</p> <p>EE. Determine orally why people in Europe decided to move to the colonies of North America during the 1600s and 1700s and why people today might decide to move to a new country</p> <p>FF. Identify orally the different kinds of towns and cities found in British colonies and compare them to the</p>			

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	<p>different kinds of towns and cities found in the United States today</p> <p>GG. Identify orally the way plantation life separated people into different groups and how societies today separate people into different groups</p> <p>HH. Explain why the European governments expanded their lands to the Americas</p> <p>HH. Explain how colonizing governments met the needs of their colonies</p> <p>HH. Explain the purpose of the meetinghouse in New England towns</p> <p>HH. Explain the purpose of a town meeting during colonial times</p>			

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	<p>II. Identify the requirements of an indentured servant</p> <p>II. Describe the difference between an indentured servant and a slave living in Colonial America</p> <p>JJ. Identify ways market towns benefited farmers who lived near them</p> <p>JJ. Identify an economic activity which contributed to growth of cities along the Atlantic coast</p> <p>JJ. Identify land owners in the colonies</p> <p>JJ. Describe the items many plantation owners used for trade instead of money</p> <p>JJ. Explain the process plantation owners used to sell their goods</p> <p>KK. Name the locations the triangle trade route linked</p>			

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	<p>together KK. Describe where early plantations were usually built KK. Explain why so few schools were built in the southern colonies</p> <p>LL. Describe how young people in cities learned their future jobs and skills LL. Describe the educations recieved by various groups during colonial era, such as plantation children, slave children, and city children</p>			