

5th Grade Social Studies Year-At-A-Glance

Learning Targets in order of suggested instruction

Lee's Summit R-7 Observance Days <i>Embedded throughout year/instruction</i>	Unit 1: Geography Estimated Time to Complete: 9 sessions	Unit 2: Ancient Civilizations Estimated Time to Complete: 9 sessions	Unit 3: Age of Exploration Estimated Time to Complete: 15 sessions	Unit 4: Colonization Estimated Time to Complete: 25 sessions
<p>September 11 <i>911 Anniversary/Emergency Services Day</i></p> <p>September 17 <i>Constitution Day/Citizenship Day</i></p> <p>2nd Monday in October <i>Columbus Day</i></p> <p>October 28 <i>LS Founders Day</i></p> <p>2nd Tuesday in November <i>Election Day</i></p> <p>November 11 <i>Veterans' Day</i></p> <p>4th Thursday in November <i>Thanksgiving</i></p> <p>3rd Monday in January <i>Dr. Martin Luther King, Jr. Day</i></p> <p>3rd Monday in February <i>Presidents' Day</i></p> <p>April 19 <i>Patriot's Day</i></p>	<p>Essential Standard 5_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>Learning Targets 5_SS_6_A Identify concepts of place. (K) 5_SS_6_B Demonstrate use of absolute/relative location. (S) 5_SS_6_C Make and label a map. (P)</p>	<p>Essential Standard 5_SS_1 Evaluate the relationship between people and their environment.</p> <p>Learning Targets 5_SS_1_A Recognize the significance of the North American tribe civilizations prior to the arrival of Europeans. (K) 5_SS_1_B Understand ancient cultural groups of the Inca, Aztec, and Maya. (R)</p>	<p>Essential Standard 5_SS_1 Evaluate the relationship between people and their environment.</p> <p>5_SS_3 Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p>Learning Targets 5_SS_3_A Explain the three goals of European exploration (God, gold, and glory). (K) 5_SS_3_B Explain the role of Spain, France, and England regarding the exploration of the New World. (K) 5_SS_1_C Identify land claims by European nations (France, England, and Spain) in the New World. (K) 5_SS_3_C Summarize the discovery, exploration, and early settlement of the Americas. (R)</p>	<p>Essential Standard 5_SS_1 Evaluate the relationship between people and their environment.</p> <p>5_SS_3 Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p>5_SS_4 Analyze the origins, development, and resolution of conflicts.</p> <p>5_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>Learning Targets 5_SS_3_D Explain the role of Spain, France, and England regarding the colonization of the New World. (K) 5_SS_1_D Recall important information about the earliest English settlements. (K) 5_SS_1_E Evaluate the significance of the English colonies in North America. (R) 5_SS_1_F Distinguish how and why the New England, Middle, and Southern colonies developed differently. (R) 5_SS_4_A Examine the cultural interactions and conflicts among these groups from colonial times through the American Revolution. (R) 5_SS_6_F Distinguish relationships among colonial regions in relation to geography. (R)</p>

<p align="center">Unit 5: Causes of the Revolution Estimated Time to Complete: 10 sessions</p>	<p align="center">Unit 6: American Revolution Estimated Time to Complete: 25 sessions <i>Learning Targets not in sequential order for this unit.</i></p>	<p align="center">Unit 7: Constitution/Government Estimated Time to Complete: 15 sessions</p>	<p align="center">Unit 8: Economics Estimated Time to Complete: 9 sessions</p>	<p align="center">Year-Long Learning Targets</p>
<p>Essential Standard 5_SS_4 Analyze the origins, development, and resolution of conflicts.</p> <p>Learning Targets 5_SS_4_B Identify why Great Britain wanted to tax the colonists. (K) 5_SS_4_C Examine the cultural interactions and conflicts among groups from colonial times through the American Revolution. (R) 5_SS_4_D Determine the ways Britain began to tighten control over the colonists (causes leading to the American Revolution). (R) 5_SS_4_E Recognize the significance of the 1st Continental Congress to American history. (K)</p>	<p>Essential Standards 5_SS_2 Recognize, assess, and analyze the role of governance.</p> <p>5_SS_3 Evaluate the interrelationship between culture and individuals, groups, and institutions.</p> <p>5_SS_4 Analyze the origins, development, and resolution of conflicts.</p> <p>5_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>Learning Targets 5_SS_2_A Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed. (K) 5_SS_3_F Recognize the significance of the 2nd Continental Congress to American history. (K) 5_SS_3_G Distinguish between the roles/perspectives of people in the American Revolution. (R) 5_SS_3_H Recognize the significance and contributions of U.S. historical people through the American Revolution. (R) 5_SS_4_E Name and identify the significance of key battles of the American Revolution. (K) 5_SS_3_E Understand the contributions of minorities during the American Revolution. (R) 5_SS_6_G Locate the major battles of the American Revolution. (K)</p>	<p>Essential Standard 5_SS_2 Recognize, assess, and analyze the role of governance.</p> <p>Learning Targets 5_SS_2_B Identify the important principles in the Preamble, including inalienable rights and governments by consent of governed. (K) 5_SS_2_C Identify important principles in the Constitution. (K) 5_SS_2_D Compare and contrast the powers and duties of the executive, judicial, and legislative branches of government. (R) 5_SS_2_E Differentiate between powers and functions of local, state, and national government. (R) 5_SS_2_F Identify key founding fathers and their contributions to the Constitution. (K) 5_SS_2_G Recognize the important principles in the Bill of Rights, such as basic rights and freedoms as stated in Amendments 1-10. (K)</p>	<p>Essential Standard 5_SS_5 Demonstrate an ability to explain and compare different economic systems.</p> <p>Learning Targets 5_SS_5_A Explain the relationship of profit and loss in decision-making. (R) 5_SS_5_B Distinguish among natural, capital, and human resources. (R) 5_SS_5_C Draw conclusions about how an economy is influenced. (R) 5_SS_5_D Draw conclusions about how supply and demand fluctuate based on the economy. (R)</p>	<p>Essential Standards 5_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>5_SS_7 Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p>Learning Targets 5_SS_6_D Think critically about geographic resources to acquire information and answer questions about historical events. (R) 5_SS_6_E Read, analyze, and construct maps as related to development of the United States. (P) 5_SS_7_A Draw conclusions, make predictions, and interpret using tools of social science inquiry. (R) 5_SS_7_B Research and interpret the significance of stories and songs reflecting early U.S. heritage diagrams. (R) 5_SS_7_C Use technological tools for research and presentation. (S) 5_SS_7_D Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters. (S) 5_SS_7_E Create graphs, timelines, charts, and diagrams to communicate information. (P)</p>