

## Fifth Grade Social Studies Curriculum

### 5.1 (1<sup>st</sup> 9 Weeks)

Date	Hobbs Social Studies Standards 5 <sup>th</sup> Grade	NM Standards & Benchmarks	Resources
	<b>Students will be able to:</b>	CK= <i>Core Knowledge</i>	Basic Texts: Scott Foresman Social Studies Pearson History and Geography
_____	<b>A</b> Use Geography/Spatial Sense: 1. Learn the major physical features of the earth 2. Describe human and natural characteristics of places 3. Learn general location of major natural resources 4. Describe how man-made and natural environments have influenced conditions in the past 5. Understand how resources impact daily life 6. <i>Identify great lakes of the world</i> 7. Read maps and globes using longitude and latitude, coordinates, degrees 8. <i>Identify Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle</i> 9. <i>Identify climate zones: Arctic, Tropic, and Temperate</i> 10. <i>Identify time zones</i> 11. Make comparisons between maps and globes 12. <i>Locate the Western Hemisphere, North America, Caribbean Sea and Gulf of Mexico</i> 13. <i>Study the Gulf Stream and how it affects climate</i> 14. <i>Study regions and their characteristics: new England, Mid-Atlantic, South Midwest, Great Plains, Southwest, West and Pacific Northwest</i> 15. Describe similarities and differences among regions of the globe and their patterns of change 16. Explain how the four provinces of New Mexico's and surface (plains, mountains, plateau, and basin and range) support life 17. Explain how physical features influenced the expansion of the United States 18. Recognize Canada, the United States, and Mexico as three independent nations on the continent of North America	II-E.1 II-B.1 II-A.8 II-C.1  II-F.1 II-B.2 II-A.5  II-B.2  II-B.2 II-A.6 II-A.1 II-B.2  II-B.2 II-A.2  II-B.2  II-D.1  II-E.1  II-A.8	Classroom maps and globes, Pearson Learning books, classroom textbooks, CK Resource Binder, Internet, AV Resources, Digital Curriculum, Brain Pop

## Fifth Grade Social Studies Curriculum

_____		<p>19. Learn names and locations of the fifty states and capitals of the United States</p> <p>20. Learn names and locations of the major United States cities</p> <p>21. Learn major land use areas of the United States</p> <p>22. Learn reasons for population distribution in the United States (physical features, climate, resources, etc.)</p> <p>23. Learn how the above affect job opportunities</p>	<p>II-A.3</p> <p>II-A.8</p> <p>II-C.1</p>	
_____	<b>B</b>	<p>Utilize economic information</p> <ol style="list-style-type: none"> <li>1. Understand the impact of supply and demand on consumers and producers in a free enterprise system</li> <li>2. Understand the patterns of work and economic activities in New Mexico and United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine).</li> <li>3. Describe the aspects of trade</li> <li>4. Explain how voluntary trade is not coercive</li> <li>5. Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?</li> <li>6. Identify the influence of bordering countries (Canada and Mexico) on United States commerce</li> </ol>	<p>IV-A.1</p> <p>IV-A.2</p> <p>IV-A.3</p> <p>IV-A.4</p> <p>IV-B.1</p> <p>IV-B.2</p>	
_____	<b>C</b>	<p>Identify and understand the Mesoamerican and Native American cultures</p> <ol style="list-style-type: none"> <li>1. <i>Study Mesoamerican Civilizations including Maya, Inca, Aztec, and Spanish conquerors</i></li> <li>2. <i>Review major cultural groups of Pre-Columbian Americans: Inuit, Northwest Fisherman, Pueblo, Plains, and Eastern Woodland</i></li> <li>3. <i>Study the cultures and conflicts of Native Americans</i></li> <li>4. Identify and describe the significance of the Treaty of Guadalupe Hidalgo and the Gadsden Purchase</li> <li>5. Compare and contrast the basic government sovereignty of local, state, tribal, and national governments</li> </ol>	<p>I-C.1</p> <p>I-B.6</p> <p>I-B.6</p> <p>III-A.3</p> <p>III-A.4</p>	<p>Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop</p>

## Fifth Grade Social Studies Curriculum

		<ol style="list-style-type: none"> <li>6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois Nation model, town meetings, assemblies)</li> <li>7. Identify tribal territories within states</li> <li>8. Describe the characteristics of early societies, including the development of tools and adaptations to environments</li> <li>9. Understand basic economic patterns of early societies (e.g., hunter-gatherers, early farming, business)</li> </ol>	<p>I-B.6</p> <p>II-A.4</p> <p>I-C.1</p> <p>IV-C.1</p>	
	<b>D</b>	<p>Study civics and government (on-going throughout the year)</p> <ol style="list-style-type: none"> <li>1. Study current events as a continuation of the political and cultural history of the US and its place in world events</li> <li>2. Study the responsibilities of citizenship: discuss voting as a part of the American political system, recognize the importance of following rules and obeying laws, respect the rights of others, respect property rights, and practice Character Counts</li> <li>3. Identify and summarize contributions of various racial, ethnic, and religious groups to national identity.</li> <li>4. Describe selected ethnic and religious customs and celebrations that enhance local tribal and national identities.</li> <li>5. Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries</li> <li>6. Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution of local, state, tribal and federal government.</li> </ol>	<p>II-C.2</p> <p>III-B.2</p> <p>III-B.3</p> <p>III-D.1</p> <p>III-D.1</p>	
	<b>E</b>	<p>Research historical people and events (on-going throughout the year)</p> <ol style="list-style-type: none"> <li>1. Differentiate between, locate, and use primary and secondary sources to acquire information (computer software, interviews, biographies, oral histories, print, artifacts)</li> </ol>	<p>I-D.1</p>	

## Fifth Grade Social Studies Curriculum

_____		2. Use resources for historical information (libraries, museums, historical societies, courthouse, world wide web, family records, elders)	I-D.2	
_____		3. Gather, organize, and interpret information using a variety of media and technology	I-D.3	
_____		4. Show the relationship between social context and events	I-D.4	
_____		5. Use effective communication skills and strategies to share research findings	I-D.5	
_____		6. Use spatial organization to communicate information	II-A.7	

### 5.2 (2<sup>nd</sup> 9 Weeks)

Date		Hobbs Social Studies Standards 5th Grade	NM Standards & Benchmarks	Resources
		<b>Students will be able to:</b>	<i>CK=Core Knowledge</i>	
_____	<b>A</b>	Develop an understanding of European History from the Renaissance to Colonialism <ol style="list-style-type: none"> <li>1. <i>Study the Renaissance and the Reformation</i></li> <li>2. <i>Study England from the Golden Age to the Glorious Revolution</i></li> <li>3. <i>Study European trade and clash of cultures</i></li> <li>4. Identify and explain the political, religious, economic, and social conditions in Europe that led to the Era of Colonization</li> <li>5. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, and a new way of life, including the role and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)</li> <li>6. Understand the economic motivation of exploration and colonization by colonial powers</li> <li>7. Identify the European countries that colonized the North American continent and their areas of settlement</li> </ol>	I-C I-C I-A.2, I-B.1 I-C.2 I-B.2 IV-C.2	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop

## Fifth Grade Social Studies Curriculum

_____		8. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (the First Thanksgiving, the Pueblo Revolt, French and Indian War)	I-C.3 I-B.4	
_____	<b>B</b>	<p>Review events of the American Revolution (causes and historical Americans)</p> <ol style="list-style-type: none"> <li>1. Compare political philosophies and concepts of government that became the foundation for the Revolution and United States and governments</li> <li>2. Describe the narrative of the people and events associated with the development of the United States Constitution and describe its significance to the foundation of the American republic, to include: Colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the Revolution; Articles of Confederation; purpose of the Constitutional Convention; natural rights expressed in the Declaration of Independence</li> <li>3. Describe the contributions and roles of major individuals, including George Washington, James Madison, and Benjamin Franklin</li> </ol>	III-C III-C.1 III-C2	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop
_____	<b>C</b>	<p>Understand the structure, functions, and powers of government (local, state, tribal and national)</p> <ol style="list-style-type: none"> <li>1. Explain how the three branches of national government function and understand how they are defined in the United States Constitution</li> <li>2. Identify the fundamental ideals and principles of our republican form of government for example, inalienable rights; "life, liberty, and the pursuit of happiness," the rule of law, justice, and equality under the law</li> <li>3. Identify and describe the significance of American symbols, landmarks, and essential documents (e.g., the Mayflower Compact, Declaration of Independence, United States Constitution, Bill of Rights, Federalists Papers, Washington D.C., Liberty Bell, Statue of Liberty, government to government accords)</li> </ol>	III-A1 III-A2 III-A3, I-B3	

## Fifth Grade Social Studies Curriculum

_____	<b>D</b>	Identify symbols, customs, governance, etc. of America and New Mexico <ol style="list-style-type: none"> <li>1. Explain the significance and importance of American customs, symbols, landmarks, and celebrations</li> <li>2. Explain the significance of symbols, icons, songs, traditions, and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity</li> <li>3. Discuss changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, United States)</li> </ol>	III-B.1  III-B  I-A1	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop
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### 5.3 (3rd 9 Weeks)

Date		Hobbs Social Studies Standards 5th Grade	NM Standards & Benchmarks	Resources
		<b>Students will be able to:</b>	CK= <i>Core Knowledge</i>	
_____	<b>A</b>	Study and understand events and causes leading up to the Civil War <ol style="list-style-type: none"> <li>1. <i>Western Expansion before the Civil War: Daniel Boone, Louisiana Purchase, railroads, Texas joining the Union, Oregon Trail, and the War with Mexico</i></li> <li>2. <i>Study the causes, conflicts, and consequences of the Civil War</i></li> <li>3. Understand that slavery limited human freedoms and was a cause for conflict</li> <li>4. Identify and describe the significance of the Gettysburg Address</li> </ol>	  I-B.5  I-B.5  I-B3, III-A3	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop

### Fifth Grade Social Studies Curriculum

Date	Hobbs Social Studies Standards 5th Grade	NM Standards & Benchmarks	Resources
	<b>Student will be able to: 5.4 (4th 9 Weeks)</b>	<i>CK=Core Knowledge</i>	
_____	<b>A</b> Study and understand events following the Civil War 1. <i>Study Westward Expansion after the Civil War: Mining Frontier, railroads, cattle frontier, life on the Plains, and the “Wild West”</i>	I-B	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop
_____ _____ _____ _____ _____ _____	<b>B</b> <i>Study the early growth and expansion of Russia</i> 1. <i>Russia’s Beginnings</i> 2. <i>The Mongols Invade</i> 3. <i>Ivan the Great</i> 4. <i>Ivan the Terrible</i> 5. <i>Peter the Great</i> 6. <i>Catherine the Great</i>	I-C	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop
_____ _____ _____ _____ _____	<b>C</b> <i>Study Feudal Japan</i> 1. <i>The Rise of an Empire</i> 2. <i>Religion in Japan</i> 3. <i>Japanese Feudalism</i> 4. <i>Everyday Life and Arts</i> 5. <i>Changes Come to Japan</i>	I-C	Pearson Learning Books, Classroom Texts, Internet, AV Resources, CK Resource Binders, Digital Curriculum, Brain-Pop