

Course Syllabus

Social Studies, Grade 5

Jefferson County Schools Curriculum, Final
Jefferson County Schools

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

The grade five course focuses on the development of the nation from its early beginnings to late 19th century. Historical content includes the Colonial and Revolutionary periods, Civil War, western expansion, and the Industrial Revolution. Students learn about the foundations of representative government, as well as the important ideas in the Declaration of Independence, Bill of Rights, and the U.S. Constitution. Fifth graders will continue to learn core concepts in civics, economics, and geography. Geography studies focus on the United States, as well as Earth's attributes and ecosystems. Students should study U.S. economy while learning about economic interdependence, supply and demand, and gross domestic product. Instruction should also allow for a continued development of cultural perspective through exposure to diversity and strengthening of historical analysis skills.

Culture

- The learner will be able to recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Day, Veteran's Day, Memorial Day, Thanksgiving).
- The learner will be able to interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e. railroad transportation, telecommunication, building design, varied types of music, and the growth of American services).
- The learner will be able to recognize components of American culture (i.e. language, art, music, religion, food, holidays, clothing, religion).

- The learner will be able to analyze graphs to discover cultural trends (i.e. clothing, music, or radio sales).

Economics

- The learner will be able to recognize the concept of buying on credit.
- The learner will be able to use a picture to differentiate between consumers and producers.
- The learner will be able to read a diagram illustrating an economic flow of a raw product to a finished product.
- The learner will be able to interpret economic data presented on a chart and draw conclusions based on the data.
- The learner will be able to differentiate between an economic boom and bust.
- The learner will be able to interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).
- The learner will be able to recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i. e., vacuum cleaners, washing machines, radios, other home appliances).
- The learner will be able to analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i. e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).
- The learner will be able to distinguish between goods and services.
- The learner will be able to define consumers as people who use goods and services.
- The learner will be able to distinguish between and import and an export.
- The learner will be able to differentiate between money and barter economies.

Course Syllabus

Social Studies, Grade 5

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Jefferson County Schools

- The learner will be able to differentiate between a natural resource and a finished product.
- The learner will be able to differentiate between needs and wants on a personal and national level.
- The learner will be able to examine the benefits of trade.
- The learner will be able to understand that bartering is trading goods and services for other goods and services without using money.

Geographic Perspectives

- The learner will be able to locate information from an atlas entry.
- The learner will be able to identify how geography affects the development of communities and human life.
- The learner will be able to identify the meaning of a geographical term and associate a geographical term (e.g. island) with a place (e.g., Hawaii).
- The learner will be able to recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.
- The learner will be able to use north, south, east, and west as a means for identifying location.
- The learner will be able to locate the routes of early explorers of North America on a map or globe.
- The learner will be able to identify and recognize how major river systems affected the development of early settlements.
- The learner will be able to locate continents and significant bodies of water using a globe or map (i.e., Great Lakes, Atlantic, Arctic, Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence, and Mississippi Rivers).
- The learner will be able to identify an isthmus.

- The learner will be able to identify a picture of how humans have altered the natural land.
- The learner will be able to locate a major United States city using latitude and longitude.
- The learner will be able to interpret a climograph.
- The learner will be able to use various maps and charts to gain insight including comparing and evaluating information and drawing conclusions.
- The learner will be able to determine America's population shifts by interpreting a population map.
- The learner will be able to identify the features of nonrenewable physical resources and understand how to conserve them.
- The learner will be able to identify the physical and political boundaries of Tennessee.
- The learner will be able to locate the 50 states using a map with the states outlined.

Governance and Civics

- The learner will be able to identify groups of people who create and enforce rules.
- The learner will be able to recognize the rights established by the 13th, 14th, 15th, and 19th amendments.
- The learner will be able to select examples using illustrations of First Amendment freedoms (i.e. speech, assembly, religion).
- The learner will be able to identify and explain the rights and responsibilities of a citizen and identify examples through history.
- The learner will be able to understand the need for rules and the consequences of breaking those rules.
- The learner will be able to recognize the American common belief in the importance of education, work, voluntarism, respect for the law, equal protection under the law, equal opportunity, and the importance of the individual.

Course Syllabus

Social Studies, Grade 5

Jefferson County Schools Curriculum, Final
Jefferson County Schools

- The learner will be able to analyze the United States Constitution and recognize the differences between the United States Constitution and the Tennessee State Constitution.
- The learner will be able to understand that the creators of the Constitution believed in people's right to change their government and the Constitution and that the Constitution is the highest law of the land.
- The learner will be able to recognize how the key ideas and values of American democracy are reflected in the Constitution and differentiate among the purposes stated in the Declaration and the Bill of Rights.
- The learner will be able to understand the role of the courts.
- The learner will be able to identify the ideas and individuals that shaped the Declaration of Independence.
- The learner will be able to understand that voting is part of the election process.
- The learner will be able to identify the current President of the United States.
- The learner will be able to identify members of the executive branch of the federal government.
- The learner will be able to identify examples of ways the federal government protects individual rights.
- The learner will be able to identify the number of years between a Presidential election.
- The learner will be able to recognize the nature and purposes of government.
- The learner will be able to distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.
- The learner will be able to understand that all the nations of the world have independent systems of government.
- The learner will be able to understand how the principles and values of American democracy are promoted through participation in government, such as serving on juries, voting, and writing to legislators.
- The learner will be able to recognize basic principles of the American political party system.
- The learner will be able to identify historical figures who helped to shape the principles and values of American democracy.
- The learner will be able to identify examples of representative government in the identify Colonies (including Mayflower Compact, Iroquois League).
- The learner will be able to explain the rights and responsibilities of a citizen to affect the decisions and actions of their government.
- The learner will be able to select from a visual representation a service provided by the government (parks, schools, libraries).

History

- The learner will be able to identify the main idea from a series of pictures.
- The learner will be able to understand how world communities change over time.
- The learner will be able to recognize examples of how the United States confronted Civil Rights issues, (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).
- The learner will be able to read and analyze data presented in a chart (including a flow chart) or graph and draw conclusions based on the information.
- The learner will be able to interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

Course Syllabus

Social Studies, Grade 5

Jefferson County Schools Curriculum, Final
Jefferson County Schools

- The learner will be able to recognize military and nonmilitary leaders from the North and South during the Civil War (i.e. Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, Jefferson Davis).
- The learner will be able to interpret a primary reading sample.
- The learner will be able to identify the hardships encountered by Greater Plains settlers in the late 1800's (i.e, building materials, natural geography, climatic conditions, isolated communities, lack of revenue).
- The learner will be able to recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
- The learner will be able to determine how scientific and technological discoveries changed the way of life across time (cotton gin, automobile, electricity, communications).
- The learner will be able to associate a time period with an important historical event.
- The learner will be able to interpret information presented in timelines that depict major historical post-Civil War events.
- The learner will be able to use vocabulary related to the chronology of time, including ancient, modern, and/or future time to name historical events.
- The learner will be able to interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).
- The learner will be able to use tools of social science inquiry such as surveys, statistics, maps, and documents.

Individuals, Groups, and Interactions

- The learner will be able to recognize situations requiring conflict resolution.
- The learner will be able to recognize people who contributed to reform in Tennessee and American society (i. e., Samuel Gompers, Jane Addams, Martin Luther King, Jr., Gov. Austin Peay, Dallas Dudley).