



Grade 5: Building Our Country

Prince George's County Social Studies

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

Course Name/Number:

Class Time:

TEXT: Pearson, MyWorld Social Studies; Building Our Country

OVERVIEW:

In fifth grade, students learn about their environment as they begin to distinguish events of the past and present. They explore the concepts of time and space. Students identify symbols that are important to our country. They discover why they must follow school rules and laws as they learn about their role as a citizen in the school and community. Students identify basic characteristics of maps and globes while exploring the geographic characteristics of their community. They explain how people have different kinds of jobs and work to meet basic economic wants. Students develop an understanding that they are individuals who interact with other individuals and groups, and identify ways that people, who are similar and different, make up the community.

GOALS:

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through portfolios, exhibitions, simulations, debate, service-learning projects, that correlate to social studies content standards for evaluation
- Communicate effectively and appropriately for a variety of purposes.

Elementary Social Studies (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their academic growth. Student assignments should reflect the opportunity to evaluate sources and use evidence to communicate a conclusion to take informed action as engaged citizens.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Writing Tasks • Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc. (Appropriate for 2-5. Age appropriate resources are embedded in curriculum maps and text materials). • Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.(Appropriate for 3-5. Links for resources are embedded in curriculum maps.) 	35%
Homework	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Reading • Study Guides • Current Events 	15%
Assessments	Includes formative and summative assessment. Assessments must address content standards and vary to address student population. <ul style="list-style-type: none"> • Unit Assessment • Project Based Assessment i.e. Research Report, Performance, Simulation etc. 	50%

Building Our Country Social Studies Grade 5 Year at a Glance

Quarter 1	Quarter 2																		
<p>Content Focus: <i>Civics-Our Roles and Responsibilities</i></p> <p>Overarching Question: <i>How has Presidential Leadership changed since George Washington?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Laws and people's beliefs help decide who gets to make choices in government. • Laws are made to keep people safe and explain what the government can and cannot do. • What people, groups and institutions say and do have limits in a democracy to protect the rights of all. • People's beliefs and ideals influence decisions <p>Focused Reading Strategies & Skills</p> <table style="width: 100%;"> <tr> <td>Interpret Visual Information</td> <td>Integrate Multiple Texts</td> </tr> <tr> <td>Summarize</td> <td>Main Idea and Details</td> </tr> </table> <p>Analytic Writing</p> <table style="width: 100%;"> <tr> <td>Research Simulation</td> <td>Narrative Story</td> </tr> <tr> <td>Visual and Oral Presentations</td> <td>How Writers Write</td> </tr> </table> <p>Quarter Culminating Activities:</p> <p>Theme: Profiles of Early Leaders-From Colonial Rule to Democratic Rule</p> <ul style="list-style-type: none"> • Citizenship Video or Skit – Students will demonstrate ways colonial rule changed to Presidential rule in America through investigating historical documents.(Student/Class Created Presentations) <p>Social Studies Standards</p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2Civ1-14.3-5 Applying Disciplinary Tools & Concepts (Civics) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>	Interpret Visual Information	Integrate Multiple Texts	Summarize	Main Idea and Details	Research Simulation	Narrative Story	Visual and Oral Presentations	How Writers Write	<p>Content Focus: <i>History-Celebrating Diversity and Traditions</i></p> <p>Overarching Question: <i>How has America's colonial past shape history?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • People are alike and different and people celebrate in many ways. • We are all part of a culture and there are many different cultures around the world. • Things change over time and that time can be measured. • History is an account of our past based on different perspectives. • Conflict causes change. <p>Focused Reading Strategies and Skills</p> <table style="width: 100%;"> <tr> <td>Main Idea and Details</td> <td>Summarize</td> </tr> <tr> <td>Historical Text</td> <td>Determine Importance</td> </tr> <tr> <td>Reasons and Evidence</td> <td>Integrating Multiple Sources</td> </tr> </table> <p>Analytic Writing</p> <table style="width: 100%;"> <tr> <td>Research Simulation- Essay</td> <td>Narrative Scene</td> </tr> <tr> <td>Research Simulation- Speech</td> <td></td> </tr> </table> <p>Quarter Culminating Activities:</p> <p>Theme: Explore Colonial United States History</p> <ul style="list-style-type: none"> • Colonial Farm (Accokeek)- Eco Traveler • Mount Vernon- George Washington an Inventor • Bladensburg Waterfront War of 1812 Exhibit • Surratt House Museum-Living in the 1850s <p>(Student/Class Created Presentations/Simulations)</p> <p>Social Studies Standards</p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2His1-17.3-5 Applying Disciplinary Tools & Concepts (History) D31-4.3-5 Evaluating Sources & Using Evidence</p>	Main Idea and Details	Summarize	Historical Text	Determine Importance	Reasons and Evidence	Integrating Multiple Sources	Research Simulation- Essay	Narrative Scene	Research Simulation- Speech	
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Quarter 3	Quarter 4														
<p>Content Focus: Geography-<i>As the World Turns</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Maps and globes are simple representations of places on Earth. • The world is made up of different physical features such as landforms and bodies of water. • Physical features are located in specific places. • Weather and seasons affect what people wear or do. • People use the world’s natural resources to satisfy basic needs. • <i>Environment affects how and where people live</i> <p>Focused Reading Strategies and Skills</p> <table border="0"> <tr> <td>Main Idea and Details</td> <td>Summarize</td> </tr> <tr> <td>Historical Text</td> <td>Determine Importance</td> </tr> <tr> <td>Reasons and Evidence</td> <td>Integrating Multiple Sources</td> </tr> </table> <p>Analytic Writing</p> <table border="0"> <tr> <td>Research Simulation- Interview</td> <td>Narrative Story</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> • Eco Traveler Simulation @ National Colonial Farm • Tracking the Voyage of an Early Explorer Henry Hudson (Student/Class Created Presentations/Simulations) <p>Social Studies Standards</p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2Geo1-2.3-5 Applying Disciplinary Tools & Concepts (Geography) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>	Main Idea and Details	Summarize	Historical Text	Determine Importance	Reasons and Evidence	Integrating Multiple Sources	Research Simulation- Interview	Narrative Story	<p>Content Focus: Economics- <i>The National Economy</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • People have different needs and wants and have to make choices. • Items you choose has value (opportunity cost) and the item that you do not choose also has value. • People do many kinds of work making goods or providing services that other people want to buy. • People are both producers and consumers of goods and services. <p>Focused Reading Strategies & Skills</p> <table border="0"> <tr> <td>Interpret Visual Information</td> <td>Integrate Multiple Texts</td> </tr> <tr> <td>Summarize</td> <td>Main Idea and Details</td> </tr> </table> <p>Analytic Writing</p> <table border="0"> <tr> <td>Research Simulation- Interview</td> <td>Narrative Story</td> </tr> </table> <p>Quarter Culminating Activities:</p> <ul style="list-style-type: none"> • Colonial Crafts and Trade • Rock Brock and The Savings Shock • The Price of Revolutionary War • Junior Achievement BizTowne Simulation • Stock Market Game Portfolio Presentation <p>InvestWrite Essay (Student Created Presentations/Simulations)</p> <p>Social Studies Standards</p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2Eco1-15.3-5 Applying Disciplinary Tools & Concepts (Economics) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>	Interpret Visual Information	Integrate Multiple Texts	Summarize	Main Idea and Details	Research Simulation- Interview	Narrative Story
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<p>Quarterly Assessments</p> <ul style="list-style-type: none"> • Teacher-Created Assessment • Quarter Culminating Activity 															

