

SOCIAL STUDIES – GRADE 5

Grade: 5

Academic Standard: 5.1

Academic Standard Indicator: 5.1.2

Core Standard: Yes

Standard Description (Academic or Indicator): Ways of Life Before and After the Arrival of Europeans to 1610. Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Suggestion for Integrating International Content: Using a world map, have students trace the routes explorers took from their European homelands to America, emphasizing their countries of origin. Then have students research what types of equipment they had and whether this affected their success in exploring or colonizing America.

life (political, social, and economic organization, and structure).

Suggestion for Integrating International Content: Using a world outline map, have students color the countries of Europe the same colors as the parts of the American colonies where their people mainly settled. **Example:** Color the Netherlands the same color as parts of New York, Delaware, New Jersey, and Pennsylvania. Then have students compare and contrast the daily lives of colonists here with the people still living in their home countries. **Suggested resource:** <http://www.eduplace.com/ss/maps/>.

Grade: 5

Academic Standard: 5.1

Academic Standard Indicator: 5.1.4

Core Standard: Yes

Standard Description (Academic or Indicator): Ways of Life Before and After the Arrival of Europeans to 1610. Locate and compare the origins, physical structure, and social structure of early Spanish, French, and British settlements.

Suggestion for Integrating International Content: After analyzing the three main types of European settlements in America, compare and contrast these colonial settlements with other ones around the world during the same time period.

Grade: 5

Academic Standard: 5.1

Academic Standard Indicator: 5.1.8

Core Standard: Yes

Standard Description (Academic or Indicator): Colonization and Settlements: 1607 to 1763. Identify the early founders of colonial settlements, and describe early colonial resistance to British rule.

Suggestion for Integrating International Content: Color code a world outline map to illustrate country of origin with corresponding American colonial settlement. **Example:** Color the Netherlands the same color as parts of New York, Delaware, New Jersey, and Pennsylvania to show Dutch immigrants settled there in colonial times. **Suggested resource:** <http://www.eduplace.com/ss/maps/>.

Grade: 5

Academic Standard: 5.1

Academic Standard Indicator: 5.1.7

Core Standard: Yes

Standard Description (Academic or Indicator): Colonization and Settlements: 1607 to 1763. Identify and locate the 13 British colonies that became the U.S. and describe daily

Grade: 5

Academic Standard: 5.1

Academic Standard Indicator: 5.1.11

Core Standard: Yes

Standard Description (Academic or Indicator): The American Revolution: 1763 to 1783. Describe foreign aid to the colonies during the American Revolution.

Suggestion for Integrating International Content: Using a world outline map, have students color the different countries that helped the U.S. during the Revolutionary War and list

nearly what each country contributed. Discuss why these countries might have wanted to help the U.S. and/or why they may have wanted to hinder Britain's power. **Suggested resource:** <http://www.eduplace.com/ss/maps/>.

Grade: 5

Academic Standard: 5.2

Academic Standard Indicator: 5.2.5

Core Standard: Yes

Standard Description (Academic or Indicator): Foundations of Government: Describe and give examples of individual rights guaranteed by the Bill of Rights.

Suggestion for Integrating International Content: Have students compare and contrast the rights given to Americans in the Bill of Rights with the rights established by other countries around the world. Discuss how, in some countries, the people have very little freedom or few individual rights. Have students reflect on why civil rights and liberties vary in each culture.

Grade: 5

Academic Standard: 5.2

Academic Standard Indicator: 5.2.6

Core Standard: Yes

Standard Description (Academic or Indicator): Functions of Government: Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

Suggestion for Integrating International Content: Have students compare and contrast the American election process with how leaders in other countries come into power.

Grade: 5

Academic Standard: 5.2

Academic Standard Indicator: 5.2.7

Core Standard: Yes

Standard Description (Academic or Indicator): Functions of Government: Describe

the three branches of the U.S. government, their functions, and their relationships.

Suggestion for Integrating International

Content: Have students compare and contrast the structure of American's three branches of government, with its system of checks and balances, to the structure of other governments around the world.

Grade: 5

Academic Standard: 5.2

Academic Standard Indicator: 5.2.9

Core Standard: Yes

Standard Description (Academic or Indicator): Roles of Citizens: Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

Suggestion for Integrating International Content: Have students track current events for a few days to identify international issues to which they believe the U.S. should respond and/or become involved. As a class activity, teach the students how to write a letter to their congressmen and congresswomen, stating their opinions. Mail the letters and have a time of sharing when students receive responses from the officials.

Grade: 5

Academic Standard: 5.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students will describe the earth/sun relationship and use global grid systems. They will identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the U.S. They will also explain the changing interaction of people with their environment in regions of the U.S. and show how the U.S. is related geographically to the rest of the world.

Suggestion for Integrating International

Content: Have students research cultural customs that reflect how people respond to their

Environment. **Example:** Afternoon siesta in southern Spain as a way to deal with the extreme heat of midday.

Differentiated Instruction- Highly Able

Accommodations: After examining the ways in which different cultures cope with and adapt to their environments, have students determine which mechanism is the most creative, adaptive, or effective. They can present their position in a deliberation exercise or through an essay.

Grade: 5

Academic Standard: 5.3

Academic Standard Indicator: 5.3.1

Core Standard: Yes

Standard Description (Academic or Indicator): The World in Spatial Terms: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Suggestion for Integrating International

Content: When practicing the ability to locate places using latitude and longitude, assign students specific locations from around the world to find. Then allow them to pick points of interest for the class to find.
