

SOCIAL STUDIES CURRICULUM  
FIFTH GRADE

**Introduction**

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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**Strand: Civics and Governments**

**Standard CV:1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:1.1 Apply the ideals and principles of the American system of government to historic and contemporary examples (e.g. individual rights and responsibilities, minority rights or equality of opportunity and equal protection under the law</p> <p>CV:6:1.2 Identify the core ideals and principles of American government by citing documents.</p> <p>CV:6:1.3 Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels</p>	<p>*Review Mayflower Compact</p> <p>*American Revolution – Compare colonists’ and England’s views on representation without taxation.</p> <p>*Compare the rights of African Americans, indentured servants, and colonists.</p> <p>*Compare and Contrast the Primary Sources listed and discuss their importance to the new nation.</p> <p>*Use of debates and role plays to evaluate rules and laws at local, state, or federal levels.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Primary Sources:  <i>-Declaration of Independence</i>  <i>-US Constitution</i>  <i>-Bill of Rights</i>  <i>-Mayflower Compact</i></p> <p>*Reading Book:  <i>Unit 1 –Satchel Paige</i>  <i>Unit 3 –Mahalia Jackson</i></p> <p>*Leveled Readers  <i>African American Athletes</i>  <i>Women Athletes</i>  <i>Roots of the Blues</i></p>	<p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p>

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**Strand: Civics and Governments**

**Standard CV:2: Structure and Function of United States and New Hampshire Government**

**Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:2.1 Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property</p> <p>CV:6:2.2 Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g. political, legal, philosophical, or religious traditions</p>	<p>*Explore the writing of the Declaration of Independence and why colonists felt it was necessary to write it.</p> <p>*Read and discuss the preamble to the Constitution.</p> <p>*Discuss Puritan’s belief in a higher power than local government (God’s Laws)</p> <p>*Make a timeline of arrival of different settlers and the changes it made to the colonial life.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Trade Books</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Primary Sources:  <i>-Declaration of Independence</i>  <i>-Preamble to the Constitution</i>  <i>-Bill of Rights</i>  <i>-Mayflower Compact</i></p> <p>*Reading Book:  <i>Midnight Ride of Paul Revere</i>  <i>Revolutionary War Women</i></p> <p>*Leveled Readers  <i>Paul Revere’s Ride</i>  <i>Paul Revere and the American Revolution</i>  <i>Adventure to a New World</i></p>	<p>*Informal discussion</p> <p>*Discussion</p> <p>*Tests from text</p> <p>*Role plays</p> <p>*Teacher Observation</p>

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**Strand: Civics and Governments**

**Standard CV:4: Rights and Responsibilities**

**Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:6:4.1 Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others.</p>	<p>*Discuss how different generations preserve traditions.</p> <p>*Mock Election to model our rights as citizens</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Reading Book: <i>Midnight Ride of Paul Revere</i> <i>Revolutionary War Women</i></p> <p>*Leveled Readers <i>Paul Revere's Ride</i> <i>Paul Revere and the American Revolution</i> <i>Adventure to a New World</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: Economics**

**Standard EC:2 Basic Economic Concepts**

**Students will learn about the pillars of a free market economy and the market mechanism.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:6:2.1 Determine the opportunity cost of decisions, e.g. the purchase of an item or the expenditure of time.</p> <p>EC:6:2.2 Identify the factors of production, e.g. entrepreneurship, human resources, capital resources, and natural resources.</p> <p>EC:6:2.3 Recognize that shortage and surplus affect the price and availability of goods and services, e.g. swimsuits in bad weather, seasonal sales, or fads.</p>	<p>*Development of colonial economies allows for discussion of use of natural resources and how that affected colonial trade.</p> <p>*Describe important economic activities in New Spain.</p> <p>*Identify the natural resources of the New England, Middle and Southern colonies. Graph what businesses resulted.</p> <p>*Discuss the boycotts of British imports started by the Daughters of the American Revolution.</p> <p>*Compare and contrast Triangular Trade routes.</p> <p>*Discuss of the impact of replaceable parts during the Industrial Revolution.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Leveled Readers <i>Salt to Silk: Precious Goods</i> <i>Old Gold: Gold in the Ancient World</i> <i>Cheaper, Faster, Better</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: Economics**

**Standard EC:3: Cycles in the Economy**

**Students will be able to explain the business cycle and trends economic activity over time.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
<p>EC:6:3.1 Describe gross domestic product and its components, e.g. the difference between imports and exports.</p>	<p>*Use maps of Triangular trade routes to understand the imports and exports from the colonies.</p> <p>*Construct a map of a triangular trade route making sure to label exports and imports.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Maps</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p> <p>*Student drawn maps</p>

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**Strand: Geography**

**Standard GE:1: The World in Spatial Terms**

**Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:1.1 Translate mental maps into appropriate graphics to display geographic information and answer geographic questions (e.g., countries through which a person would travel between Cairo and Nairobi)</p> <p>GE:6:1.2 Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g. the relative and absolute location of the student's community, or the diffusion of the English language to the United States.</p> <p>GE:6:1.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.</p>	<p>*Identify on a map the locations of biomes around the world.</p> <p>*Trace the route of either the Confederate or Union army during a particular battle.</p> <p>*Trace the expansion of the United States after the American Revolution.</p> <p>*Compare population maps in the American Tour section of Everyday Math Grade 5 and discuss patterns that are seen.</p>	<p>*HSD Science Curriculum Guide</p> <p>*HSD ELA Curriculum Guide</p> <p>*Everyday Math American Tour</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: Geography**

**Standard GE:2: Places and Regions**

**Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people’s perceptions of places and regions.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:2.1 Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.</p> <p>GE:6:2.2 Describe how places and regions preserve culture e.g., songs or traditions</p>	<p>*Describe how the size of the English colonies changed after the French and Indian War.</p> <p>*Discuss the importance of a How and Why Story.</p> <p>*Investigate the oral traditions of the Native Americans and report to the class.</p> <p>*Research traditions of the slaves during their enslavement and how they communicated with each other.</p>	<p>*Nonfiction books</p> <p>*HSD ELA Curriculum Guide</p> <p>*Trade Books</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Primary Sources: <i>Diaries, Journals, Letters</i></p> <p>*Music Class</p> <p>*Reading Book: <i>Shutting Out the Sky</i></p> <p>*Leveled Readers <i>China: Then and Now</i> <i>Gold Rush 1849</i> <i>United States Goes West</i> <i>Adventure to a New World</i> <i>Roots of the Blues</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>



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**Strand: Geography**

**Standard GE:3: Physical Systems**

**Student will demonstrate an understanding of the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
<p>GE:6:3.4 Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species</p>	<p>*Use a graphic organizer to list human activities and their impact on ecosystems.</p> <p>*Bring in current events articles discussing issues such as exotic species and changes in ecosystems.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Reference Books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: Geography**

**Standard GE:4: Human Systems**

**Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:4.2 Know the types and historical patterns of human migration e.g. ethnic cleansing, overcoming physical barriers, or famine</p> <p>GE:6:4.3 Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation or movement</p> <p>GE:6:4.4 Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p>	<p>*Draw a map of the migration of the first people to North America.</p> <p>*Discuss why people moved from one location to another (food supply, climate changes) and display this information graphically.</p> <p>*Location of new colonies to natural resources. “Locate a Colony Activity”</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Trade books</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Maps/Atlases</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Reading Book: <i>Shutting Out the Sky</i> <i>The Immigrant Experience</i> <i>Passage to Freedom</i></p> <p>*Leveled Readers <i>United States Goes West</i> <i>Journey to Statehood</i> <i>Immigrant Children of NYC</i> <i>A Nation of Many Colors</i> <i>Land of Opportunity</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: Geography**

**Standard GE:5: Environment and Society**

**Students will demonstrate an understanding of the connections and consequences of the interactions between Earth’s physical and human systems.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:6:5.1 Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management</p> <p>GE:6:5.2 Examine the role of technology in the human modification of the physical environment, e.g. work animals or electrical production.</p> <p>GE:6:5.3 Appreciate how characteristics of different physical environments provide opportunities, human activities, or place constraints on human activities, e.g., winter sports tourism or annual flood patterns</p>	<p>*Choose a region of the United States and with your group research the types of natural resources located there and label them in their correct location on the map (use symbols or pictures). Combine all six regions maps together and discuss the results.</p> <p>*Research the impact of natural disasters (floods, tornados, etc) on the environment.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*HSD Science Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Almanacs</p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: US/NH History**

**Standard HI:1: Political Foundations and Development**

**Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:1.1 Explain how and why people have developed forms of self-government, e.g. The Mayflower Compact or the Iroquois league</p> <p>HI:6:1.2 Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.</p>	<p>*Compare colonists' and England's views on representation without taxation and the resulting need for change.</p> <p>*Using a graphic organizer, have students divide into 3 groups and research government in Europe, Native American groups and Colonial America. Present information and make a list of similarities and differences.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Primary Sources:  <i>-Mayflower Compact</i>  <i>-Iroquois Confederacy</i>  <i>-Virginia House of Burgesses</i></p> <p>*Leveled Readers  <i>Paul Revere</i>  <i>Adventure to a New World</i>  <i>Journey to Statehood</i>  <i>A Nation of Many Colors</i>  <i>Land of Opportunity</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: US/NH History**

**Standard HI:3: World Views and Value Systems and their Intellectual and Artistic Expressions**

**Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:6.3.1 Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists	<ul style="list-style-type: none"> <li>*Examine artwork from the colonial, American Revolution, Civil War periods.</li> <li>*Investigate words that became part of our language and how. (e.g. hammock, kayak, canoe)</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum Guide</li> <li>*Nonfiction books</li> <li>*Graphic Organizers</li> <li>*Thinking Maps</li> <li>*Magazines</li> <li>*Internet Web sites</li> <li>*Encyclopedias</li> <li>*HSD Art Curriculum</li> <li>*HSD Music Curriculum</li> <li>*Reading Book <i>Humans with Wings</i> <i>Leonardo's Horse</i></li> <li>*Leveled Readers <i>DaVinci's Designs</i> <i>Michelangelo</i> <i>Inspiration of Art</i> <i>Roots of the Blues</i></li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Informal observations</li> <li>*Tests from text</li> <li>*Written essays</li> <li>*Reports</li> <li>*Oral Discussion</li> </ul>

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**Strand: US/NH History**

**Standard HI:4: Economic Systems & Technology**

**Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:4.1 Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line</p> <p>HI:6:4.2 Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies</p> <p>HI:6.4.3 Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862)</p>	<p>*Use a graphic organizer to list inventors and their inventions as a class. Choose one to research and report on.</p> <p>*Give an example of an interchangeable part and discuss how it changed things.</p> <p>*Make a timeline of inventions.</p> <p>*Think about the Westward Movement and how it changed the US. Write a description of how your life would be different without this historical event.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Atlases</p> <p>*Encyclopedias</p> <p>*Leveled Readers <i>What a Great Idea</i> <i>Patent Process</i> <i>Cheaper, Faster, Better</i> <i>Flying Across the Ocean</i> <i>Yesterday and Today</i> <i>United States Goes West</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: US/NH History**

**Standard HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:6:5.1 Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or Mormons</p> <p>HI:6:5.2 Describe the impact of major national and state events on everyday life, e.g., The Industrial Revolution or the WWII home front</p> <p>HI:6:5.3 Examine changes in the roles and lives of women and their impact on society, e.g. the family or the workplace</p> <p>HI:6:5.4 Describe similarities and differences in the immigrant experience for various ethnic groups,, e.g., the English or Chinese</p>	<p>*Choose one event/invention from the Industrial Revolution and describe how your life would be different without it.</p> <p>*During the American Revolution, women had to take on different roles. Choose a famous woman from this time period, research her contributions, and present (in character) their role.</p> <p>*Use a graphic organizer to compare and contrast the lives of various immigrants to this country.</p> <p>*Compare and contrast the various religious groups that settled here and how they impacted the colonial settlements.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Magazines/Newspapers</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Atlases</p> <p>*Primary Sources: -Diaries, Journals, Letters</p> <p>*Reading Book <i>Shutting Out the Sky</i> <i>Immigrant Experience</i> <i>Passage to Freedom</i></p> <p>*Leveled Reader <i>Cheaper, Faster, Better</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>

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**Strand: World History**

**Standard WH:2: Contacts, Exchanges & International Relations**

**Students will demonstrate their understanding of the interactions of peoples and governments over time.**

<b>Knowledge &amp; Skills</b>	<b>Sample Activities</b> (some may be assessed)	<b>Resources &amp; Materials</b>	<b>Possible Assessments</b>
WH:6:2.1 Describe the impact of land and water routes on trade, e.g. Silk Roads, Atlantic Triangular Trade, or the Suez Canal	<ul style="list-style-type: none"> <li>*Construct a map of a triangular trade route.</li> <li>*Compare the Triangular trade route and the Silk Road. Debate the pros and cons of each.</li> <li>*Discuss the impact of explorers on new lands over time.</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum Guide</li> <li>*Nonfiction books</li> <li>*Graphic Organizers</li> <li>*Thinking Maps</li> <li>*Magazines/Newspapers</li> <li>*Internet Web sites</li> <li>*Encyclopedias</li> <li>*Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Informal observations</li> <li>*Tests from text</li> <li>*Written essays</li> <li>*Reports</li> <li>*Oral Discussion</li> </ul>



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**Strand: World History**

**Standard WH:5: Social/Cultural**

**Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>WH:6:5.2 Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling</p>	<p>*List colonial trades in the 1700s. Choose one and describe the life of an apprentice to this tradesman.</p> <p>*Discuss the Native American use of oral traditions and stories to carry on educating their young.</p>	<p>*HSD ELA Curriculum Guide</p> <p>*Nonfiction books</p> <p>*Trade books</p> <p>*Graphic Organizers</p> <p>*Thinking Maps</p> <p>*Internet Web sites</p> <p>*Encyclopedias</p> <p>*Primary Sources: -<i>Diaries, Journals</i></p>	<p>*Teacher observation</p> <p>*Informal observations</p> <p>*Tests from text</p> <p>*Written essays</p> <p>*Reports</p> <p>*Oral Discussion</p>