

Joliet Public Schools District 86 Grade 5 Social Studies Curriculum

Unit Title	Standards	Unit Overview
<p><u>America's Geographic Setting</u></p> <p>Trimester 1</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.5.G.1.</u> - Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics ● <u>SS.5.G.3.</u> - Explain how human settlements and technological advancements have impacted natural resources. ● <u>SS.3-5.IS.5.</u> - Develop claims using evidence from multiple sources to answer essential questions. ● <u>SS.3-5.IS.7.</u> - Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. 	<p>This unit uses the compelling question of “What does the 1507 Waldseemuller map reveal about the Age of Exploration?” as a guide. Students will use geographic skills to identify key elements of a world map and explore different environments to learn how the Native Americans adapted their daily lives. The unit will wrap up by examining how and why Europeans came to the Americas.</p>
<p><u>Civics and Economics in America</u></p> <p>Trimester 2</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.5.CV.1.</u> - Explain the roles and responsibilities of government officials at the local, state, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time. ● <u>SS.5.CV.2.</u> - Examine the origins and purposes of rules, laws, and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people. ● <u>SS.5.CV.4.</u> - Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes. ● <u>SS.5.EC.1.</u> - Analyze why and how individuals, businesses, and nations around the world specialize and trade. ● <u>SS.5.EC.2.</u> - Discover how positive incentives (e.g. sale prices and earning money) and negative consequences (e.g. library fines, parking tickets) influence behavior in the U.S. economy and around the world. ● <u>SS.5.EC.3.</u> - Determine the ways in which the government pays for the goods and services it provides ● <u>SS.5.FI.4.</u> - Explain that interest is the price the borrower pays for using someone else's money. 	<p>The unit begins with the compelling question of “How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?” Students will be able to explain how the US government functions and demonstrate how the Bill of Rights protects citizens. The unit concludes with an exploration of our free market economy and how to work together to improve our community.</p>
<p><u>Manifest Destiny to Today</u></p> <p>Trimester 3</p> <p>~ 6 weeks</p>	<ul style="list-style-type: none"> ● <u>SS.5.H.1.</u> - Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups. ● <u>SS.5.H.2.</u> - Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic. ● <u>SS.5.H.3.</u> - Summarize the central claim in a work of history ● <u>SS.5.G.3.</u> - Explain how human settlements and technological advancements have impacted natural resources. 	<p>This unit is assembled to address the question of “How did technology transform the United States?” Students will examine a map of the US land acquisitions, discuss whom they were acquired, and present about the experiences of groups in the American West. Students will experience the Civil War through transcriptions of General Ulysses S. Grant and General Robert E. Lee. The unit will conclude with a discussion about modern US history and how students predict transportation, agriculture, the environment, etc. might change in the future.</p>