

**Havre Public School
Fifth Grade Social Studies**

Course Information

Grade Level: 5
Length: Full Year

Essential Understanding:

In Grade 5, instructional time should focus on four critical areas: (1) developing understanding of civics and government; (2) developing understanding of economics; (3) developing understanding of geography; and (4) developing an understanding of history with a specific focus on the unique historical perspectives of American Indians.

(Core Standards ELA-Literacy)

Theme Samples:

1. Students develop an understanding of civics and government. Students examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents. Students are able to use deliberative processes when engaging in civic participation within the classroom or school. Students distinguish between the responsibilities of local, state, tribal, and national governments. Students explain how democracy relies upon active and responsible participation of citizens. Students describe the basic duties of the three branches of government.
2. Students develop an understanding of economics. Students explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices. Students identify positive and negative incentives that influence the decisions people make. Students identify resources and labor that are used to produce goods and services. Students explain the role of money in the exchange of goods and services. Students describe the role of manufacturing and agriculture in the economy of the United States. Students describe how interest rates impact economic decision making.
3. Students develop an understanding of geography. Students identify and label US regions, territories, states and their capitals/major cities. Students create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal lands. Students analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration.
4. Students develop an understanding of history. Students view and interpret data presented in timelines. Students understand the inter-relationship of chronological historical events. Students identify roles of individuals and groups and their impact on United States and tribal historical events. Students understand the unique historical perspectives of

American Indians. Students analyze historical documents and their impact on tribes in Montana and their sovereignty.

(Core Standards ELA-Literacy)

Course Objectives and Expectations:

1. Make sense of economics.
2. Process information, based on the knowledge of the world, its history, and geography, to solve the problems of their world in the 21st century.
3. Construct viable arguments and critique the reasoning of others.
4. Model with civics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of timelines and maps.

(Core Standards ELA-Literacy)

Student Objectives:

Civics and Government

- I can examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents.
- I can use deliberative processes when engaging in civic participation within the classroom or school.
- I can distinguish between the responsibilities of local, state, tribal, and national governments.
- I can explain how democracy relies upon active and responsible participation of citizens.
- I can describe the basic duties of the three branches of government.

Economics

- I can explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices.
- I can identify positive and negative incentives that influence the decisions people make.
- I can identify resources and labor that are used to produce goods and services.
- I can explain the role of money in the exchange of goods and services.
- I can describe the role of manufacturing and agriculture in the economy of the United States.
- I can describe how interest rates impact economic decision making.

Geography

- I can identify and label US regions, territories, states and their capitals/major cities.
- I can create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal lands.
- I can analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration.

History

- I can interpret data presented in timelines.
- I can understand the inter-relationship of chronological historical events.
- I can identify roles of individuals and groups and their impact on United States and tribal historical events.
- I can understand the unique historical perspectives of American Indians.
- I can analyze historical documents and their impact on tribes in Montana and their sovereignty.

Fifth Grade Pacing Guide:

Civics and Government

Trimester 1

- 5.1.a – Examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents.
- 5.1.b** - Use deliberative processes when engaging in civic participation within the classroom or school.
- 5.1.c** - Distinguish between the responsibilities of local, state, tribal, and national governments.
- 5.1.d** - Explain how democracy relies upon active and responsible participation of citizens.
- 5.1.e** - Describe the basic duties of the three branches of government.

History

Trimester 1/Trimester 2

- 5.4.a** - Interpret data presented in timelines.
- 5.4.b** - Understand the inter-relationship of chronological historical events.
- 5.4.c** - Identify roles of individuals and groups and their impact on United States and tribal historical events.
- 5.4.d** - Understand the unique historical perspectives of American Indians.
- 5.4.e** - Analyze historical documents and their impact on tribes in Montana and their sovereignty.

Economics

Trimester 2/Trimester 3

- 5.2.a** - Explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices.
- 5.2.b** - Identify positive and negative incentives that influence the decisions people make.
- 5.2.c** - Identify resources and labor that are used to produce goods and services.
- 5.2.d** - Explain the role of money in the exchange of goods and services.
- 5.2.e** - Describe the role of manufacturing and agriculture in the economy of the United States.
- 5.2.f** - Describe how interest rates impact economic decision making.

Geography

Trimester 3

- 5.3.a** - Identify and label US regions, territories, states and their capitals/major cities.
- 5.3.b** – Create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal lands.
- 5.3.c** – Analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration.

Approximate Timeline:

- Civic participation within the classroom or school – 1 week
- Examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents – 3 weeks
- Distinguish between the responsibilities of local, state, tribal, and national governments – 2 weeks
- Explain how democracy relies upon active and responsible participation of citizens – 1 week
- Describe the basic duties of the three branches of government – 4 weeks
- Interpret data presented in timelines – 1 week
- Understand the inter-relationship of chronological historical events – 4 weeks
- Identify roles of individuals and groups and their impact on United States and tribal historical events – 4 weeks
- Understand the unique historical perspectives of American Indians – 3 weeks
- Analyze historical documents and their impact on tribes in Montana and their sovereignty – 1 week
- Explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices – 1 week
- Identify positive and negative incentives that influence the decisions people make – 1 week

- Identify resources and labor that are used to produce goods and services – 1 week
- Explain the role of money in the exchange of goods and services – 1 week
- Describe the role of manufacturing and agriculture in the economy of the United States – 1 week
- Describe how interest rates impact economic decision-making – 1 week
- US regions, territories, states and their capitals/major cities – 2 weeks
- Settlement patterns in the United States, including impacts on tribal lands – 2 weeks
- How humans and the environment impact each other with relation to settlements and migration – 1 week

Montana Content Standards:

1. The civics and government content standards for fifth grade are that each student will:
 - a. examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents
 - b. use deliberative processes when engaging in civic participation within the classroom or school
 - c. distinguish between the responsibilities of local, state, tribal, and national governments
 - d. explain how democracy relies upon active and responsible participation of citizens
 - e. describe the basic duties of the three branches of government
2. The economics content standards for fifth grade are that each student will:
 - a. explain how people have to make choices between wants and needs and evaluate the outcomes or consequences of those choices
 - b. identify positive and negative incentives that influence the decisions people make
 - c. identify resources and labor that are used to produce goods and services
 - d. explain the role of money in the exchange of goods and services
 - e. describe the role of manufacturing and agriculture in the economy of the United States
 - f. describe how interest rates impact economic decision making
3. The geography content standards for fifth grade are that each student will:
 - a. identify and label US regions, territories, states and their capitals/major cities
 - b. create, organize and present geographic information to show settlement patterns in the United States, including impacts on tribal lands
 - c. analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration
4. The history content standards for fifth grade are that each student will:
 - a. interpret data presented in timelines
 - b. understand the inter-relationship of chronological historical events
 - c. identify roles of individuals and groups and their impact on United States and tribal historical events
 - d. understand the unique historical perspectives of American Indians

e. analyze historical documents and their impact on tribes in Montana and their sovereignty

Resources:

Core Standards

<https://www.ixl.com/signin/sunnyside>

Harcourt Social Studies Series

http://opi.mt.gov/LinkClick.aspx?fileticket=YHI30_9GWm8%3d&portalid=182