

2011

Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

Grade 5 Standards

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What is Social Studies?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Why Is Social Studies important?

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*

Social Studies in the Catholic School

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

Scope and Sequence

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I*

10 – World History II*

11 – United States History (Emphasis on 20th Century to Present Day)*

12 – Elective*

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*Secondary courses may vary as to which year a particular course is required.

Grade 5 Standards – Survey of United States History and Western Hemisphere Geography

History

H1 Identify different ways of dating historical narratives.

H2 Introduce the use of primary and secondary sources.

H3 Describe the role events have played in the development of United States history and the Western Hemisphere.

- Identify the early peoples of the Western Hemisphere.
- Explain the diversity of Native Americans of the Americas.
- Identify major explorers and conquistadors of the Americas.
- Recognize the effects of the Columbian Exchange.
- Describe the rivalry between Spain and England in North America and explain the effects of the defeat on the Spanish Armada.
- Describe the beginnings of the English colonies and describe the cultural heritages represented in the colonial regions.
- Identify the origins of the use of indentured servants and slavery in North America.
- Describe the conflict between Great Britain and France and explain the results of the French and Indian War.
- Compare the colonial regions in terms of diversity and religious tolerance.
- Describe the political and social values shared by colonist and the effect of them toward Great Britain.
- Analyze reasons for settlement of the backcountry.

- H4** Interpret timelines of events studied.
- H5** Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative.
- H6** Describe the role of the Catholic Church in events of each historical period.

Geography

- G1** Identify the five themes of geography (location, place, human-environment interaction, movement, region)

- G2** Use maps and globes to identify absolute locations (latitude and longitude).

- G3** Identify the location of the North and South Poles, the equator, the Prime Meridian, Northern, Southern, Eastern, and Western Hemispheres.

- G4** Describe the landforms and water bodies of North, South and Central America.

- G5** Analyze natural resources of areas and conservation colonies.

- G6** Locate on a map the thirteen original colonies.

- G7** Compare the geographical advantages and disadvantages of the regions of the United States.

- G8** Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate.

- G9** Compare maps of the modern Western Hemisphere with historical maps of the Western Hemisphere.

Civics

- C1** Define and use correctly words relative to government: citizen, suffrage, rights, representation, federal, state, county, municipal, Mayflower Compact, and the House of Burgesses.

- C2** Describe the structure of established government.

- C3** Incorporate current events and their effects on the world in which we live.

- C4** Participate in service learning projects.

Economics

- E1** Explain growth of the economy in each region.

- E2** Identify Columbian Exchange and its impact with people, goods and ideas.

- E3** Identify Triangular Trade.

- E4** Give examples of how the interactions of buyers and sellers influence the prices of goods and services.

- E5** Define what an entrepreneur is and give examples from history.

- E6** Define profit and describe how profit is an incentive for entrepreneurs.

- E7** Give examples of how changes in supply and demand affected prices in history.

- E8** Explain the importance of industry, products, natural resources and inventions in history.

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