

Wilmette Public Schools, District 39

Grade 5 Social Studies Curriculum

Statement of Philosophy

The National Council for Social Studies (NCSS) 2023 Position Statement provides a definition and purpose for a Social Studies curriculum. Social Studies is the integrated study of the social sciences and humanities to promote civic competence. There are three pillars that support powerful teaching and learning in social studies classrooms:

Pillar 1: Powerful social studies places learners at the center of the learning endeavor.

Pillar 2: Powerful social studies is grounded in intellectual quality that allows learners to see the relevance and applicability of social studies topics to their daily lives.

Pillar 3: Powerful social studies fosters civic engagement necessary for a well-functioning democratic society and global community.

As District 39 educators, we must...

- ...continually examine one’s own values and perspectives as they select and present materials that privilege multiple perspectives.
- ...have students think critically and become responsible consumers of education through curiosity and reflection over memorization.
- ...widen perspectives and provide space for nondominant narratives.
- ...help students to become knowledgeable citizens and realize their own influence and impact.
- ...not underestimate students but rather ensure content is accessible for all learners.

According to Illinois State Board Education, the 2023 Social Science Standards “are designed to ensure that students across Illinois focus on a common set of standards that promote the development of the knowledge and skills necessary for success in college, career, and civic life. The vision supporting this design is to produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.”

2023 Illinois Social Science Inquiry Standards

District 39 uses an inquiry-based approach to teach social studies. Since inquiry is addressed in each unit, the standards are listed here. Specific disciplinary standards are aligned with each unit.

Inquiry Standards for all social studies units

- SS.6-8.IS.1.LC.Create essential questions that consider multiple perspectives to guide inquiry about a topic.
- SS.6-8.IS.1.MdC.Ask essential and focused questions that consider multiple perspectives and will lead to independent research.
- SS.6-8.IS.1.MC.Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.
- SS.6-8.IS.2.LC.Determine the value of sources by evaluating their relevance and intended use.
- SS.6-8.IS.2.MdC.Determine the credibility of sources based upon their origin, authority, and context.
- SS.6-8.IS.2.MC.Gather relevant information from credible sources and determine whether they support each other.
- SS.6-8.IS.4.LC.Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments’ strengths and limitations.
- SS.6-8.IS.3.MdC.Identify evidence from multiple sources to support claims, noting any limitations of the evidence.
- SS.6-8.IS.3.MC.Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both.
- SS.6-8.IS.4.LC.Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments’ strengths and limitations.
- SS.6-8.IS.4.MdC.Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.
- SS.6-8.IS.4.MCa.Present arguments and explanations that would appeal to audiences and venues outside of the classroom, using a variety of media.
- SS.6-8.IS.4.MCb. Critique the structure and validity of arguments and explanations (self and others) about a topic.

Inquiry Skills

Inquiry skills are methods and dispositions that students need to develop in order to be equipped to meet the challenges of college, career, and civic life. Inquiry skills are used by students to construct essential and supporting questions; determine helpful sources to conduct inquiry; and take informed action while applying disciplinary concepts. These skills should be applied while teaching and learning the disciplinary concepts for a deeper understanding that allows students to take ownership of their learning.

Recognizing Perspectives and Articulating Differences

- *Students will be able to recognize their own and others’ perspectives and understand the construction and meaning of individual and collective identities.*

Developing Questions and Planning Inquiries

- *Students will be able to generate questions that are relevant to a topic representing multiple perspectives.*

Evaluating Sources and Using Evidence

- *Students will be able to evaluate sources to determine their credibility and relationship to claims and evidence.*

Communicating and Taking Informed Action

- *Students will be able to use evidence to construct arguments and claims, critique claims and arguments made by others, and use credible information to take informed action within the school and community.*

Disciplinary Concepts

Disciplinary concepts emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Specific content at each grade level should be determined locally and reflect the state mandates.

Civics

- *Students will be able to explain the roles and responsibilities of the government, its citizens, and identify democratic principles.*

Economics & Financial Literacy

- *Students will be able to understand the role of financial institutions and how economic decisions affect individuals, businesses, and society.*

Geography

- *Students will be able to recognize the relationship between geographic terrain and human populations.*

History

- *Students will be able to understand the causal relationships of historical events in chronological order and the impact on individuals, groups, and institutions.*

Human Stories

By exploring individual and communities’ experiences, struggles, and triumphs in history to present day, history becomes relatable and engaging for students.

America's Geographic Setting

Compelling Question: Did the benefits of European exploration outweigh the costs?

Content Vocabulary: climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation, adaptation, environment, kiva, migration, natural resource, origin story, artifact, cultural region, culture, gorge, mesa, nomadic, Age of Exploration, the Americas, astrolabe, cash crop, explorer, colony, conquistador, contagious disease, East Indies, Northwest Passage

Essential Questions

Students will be able to...

Geography of the United States

What can geography teach us about the United States?

- Identify key elements of a world map and key geographic terms
- Use latitude and longitude to determine absolute locations on Earth
- Label major physical features of the United States
- Draw and label a map

Native Americans and Their Land

How did Native Americans adapt to different environments in North America?

- Trace the migration routes of Native Americans into North America
- Summarize key features of four environments
- Identify ways in which the Inuits adapted to their Arctic environment

Native American Cultural Regions

How and why did Native American cultural regions differ?

- Identify, compare, and contrast seven Native American cultural regions
- Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region

How and Why Europeans Came to the Americas

What did explorers take to and from the Americas during the Age of Exploration?

- Make connections between exploration in the 1400s and 1500s and exploration today
- Identify and record key information about objects on an explorer's ship
- Categorize eight objects of exploration as a navigation tool, a motive for exploration, or a newly introduced product from the Americas

Routes of Explorations to the Americas

What were the effects of European exploration on the Americas?

- Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the Americas
- Trace and label explorer's routes and identify the motives for explorations of eight early European explorers
- Recognize the level of impact eight early European explorers had on North America and its inhabitants

2023 Social Science Disciplinary Standards

- SS.5.G.1 Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.
- SS.5.G.2 Investigate and explain how the cultural and environmental characteristics of places within the U.S. change over time.
- SS.5.G.3 Explain how human settlements and technological advancements have impacted natural resources.
- SS.5.EC.1 Analyze why and how individuals, businesses, and nations around the world specialize and trade.
- SS.5.H.2 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.
- SS.5.H.3 Summarize the central claim in a work of history.

ISBE Instructional Mandates

- Native American History
- Every public elementary school and high school social studies course pertaining to American history or government shall include in its curriculum a unit of instruction studying the events of the Native American experience and Native American history within the Midwest and this state since time immemorial.

Colonial Times

Compelling Question: How did geography affect the development of colonial America?

Content Vocabulary: colonist, democratic, Mayflower Compact, monarchy, representative government, settlement, assembly, economy, grant, indentured servant, industry, plantation, auction, enslaver, Middle Passage, overseer, triangular trade, bill, capitol, craftsman, politics, royal colony, trade

Essential Questions

Students will be able to...

Early English Settlements

What challenges did the first English colonies face?

- Compare and contrast the three English settlements of Roanoke, Jamestown and Plymouth
- Locate Native American and English settlements on a map of colonial southern New England
- Develop and use specific criteria as individuals and in groups to assess works of art

Comparing the Colonies

How were the three colonial regions alike and different?

- Identify key features of six colonies: Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia
- Explore historical events from multiple perspectives
- Compare and contrast the New England, Middle, and Southern colonies
- Draw conclusions from a map

Slavery in the Americas

What was the impact of slavery on African people?

- Describe life in West Africa in the 1500s and how the trade of enslaved people began
- Identify the components of triangular trade
- Analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies

Life in Colonial Williamsburg

What were the key parts of life for Southern colonists in the 1700s?

- Identify important sites in colonial Williamsburg
- Describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion
- Compare and contrast life in colonial Williamsburg with life in the students' community

2023 Social Science Disciplinary Standards

- SS.5.G.1 Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics
- SS.5.G.3 Explain how human settlements and technological advancements have impacted natural resources.
- SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- SS.EC.1 Analyze why and how individuals, businesses, and nations around the world specialize and trade.
- SS.5.H.2 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.
- SS.5.H.3 Summarize the central claim in a work of history.

ISBE Instructional Mandates

- Black History**
- Every public elementary and high school must provide a unit of instruction studying the events of Black History.
- Native American History**
- Every public elementary school and high school social studies course pertaining to American history or government shall include in its curriculum a unit of instruction studying the events of the Native American experience and Native American history within the Midwest and this state since time immemorial.
- Women's History**
- Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America.
- People of Different Faiths**
- The study of the role and contributions made to society by Americans of different faith practices

The American Revolution

Compelling Question: How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?

Content Vocabulary: act, boycott, delegates, First Continental Congress, import, massacre, Parliament, proclamation, protest, repeal, taxation without representation, independence, Loyalists, neutral, Patriots, traitor, Declaration of Independence, militia, Minutemen, Second Continental Congress, enlist, mercenary, revolution, strategy, tactic, treaty, turning point, volunteer

Essential Questions	Students will be able to...
<p>Tensions Grow Between the Colonies and Great Britain</p> <p>What British actions angered the colonists in the 1700s?</p>	<ul style="list-style-type: none"> ● Make connections between a class experience and the historical events in the colonies after the French and Indian War ● Identify how key events created tensions between the colonists and Great Britain between 1754 and 1774 ● Analyze the character traits of King George III and predict how a different kind of king might have changed the history of the British colonies
<p>To Declare Independence or Not</p> <p>What were the arguments for and against colonial independence from Great Britain?</p>	<ul style="list-style-type: none"> ● Prepare and present key Patriot or Loyalist arguments in a panel debate. ● Identify the positions of Loyalists or Patriots and summarize the personal backgrounds of eight prominent colonists ● Organize information about historical figures in a T-chart ● Create rallying cries to express the points of view of Patriots and Loyalists
<p>The Declaration of Independence</p> <p>What are the main ideas in the Declaration of Independence?</p>	<ul style="list-style-type: none"> ● Identify the major events that led to the creation and approval of the Declaration of Independence ● Examine and paraphrase key passages from the Declaration of Independence ● Analyze six copies of the Declaration of Independence to explain the historical significance of each
<p>The American Revolution</p> <p>How did the colonists win the American Revolution?</p>	<ul style="list-style-type: none"> ● Make connections between a tug-of-war game and the events of the American Revolution ● Identify the strengths and weaknesses of the American and British forces in the American Revolution

2023 Social Science Disciplinary Standards	ISBE Instructional Mandates
<ul style="list-style-type: none"> ● SS.5.CV.1 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. ● SS.5.CV.4 Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes. ● SS.5.EC.3 Determine the ways in which the government pays for the goods and services it provides ● SS.5.H.1 Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups. ● SS.5.H.2 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. ● SS.5.H.3 Summarize the central claim in a work of history. 	<p>Black History</p> <ul style="list-style-type: none"> ● Every public elementary and high school must provide a unit of instruction studying the events of Black History. <p>Native American History</p> <ul style="list-style-type: none"> ● Every public elementary school and high school social studies course pertaining to American history or government shall include in its curriculum a unit of instruction studying the events of the Native American experience and Native American history within the Midwest and this state since time immemorial. <p>Women's History</p> <ul style="list-style-type: none"> ● Every public elementary and high school must provide a unit of instruction studying the events of the history of women in America.

Civics and Economics in America

Compelling Question: How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

Content Vocabulary: Articles of Confederation, cabinet, checks and balances, compromise, Constitution, Constitutional Convention, executive branch, impeach, judicial branch, legislative branch, veto, amendment, Bill of Rights, civil, due process, jury, prejudice, ratify, civic values, democratic responsibilities, interest group, political party, consumer, demand, free market economy, interest, producer, specialization, supply, tariff

Essential Questions	Students will be able to...
<p>The Constitution</p> <p>What are the key features of the U.S. Constitution?</p>	<ul style="list-style-type: none"> Identify the weaknesses in the Articles of Confederation and the work of the delegates to the Constitutional Convention that led to the creation of the U.S. Constitution Examine and list the key powers of the three branches of government created by the Constitution Identify which branch(es) of the government can act in certain situations Identify three issues that the delegates to the Constitutional Convention agreed on and three that they debated
<p>The Bill of Rights</p> <p>What are the basic rights and freedoms of people in the United States?</p>	<ul style="list-style-type: none"> Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights Identify key rights protected under the Bill of Rights Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights
<p>Our Role in Government</p> <p>What does it mean to be a citizen of the United States?</p>	<ul style="list-style-type: none"> Explain the civic responsibilities of U.S. citizens. Analyze quotations from the Founders about civic values and discuss if they are still relevant today. Analyze options and take informed action to address a local or regional problem.
<p>Shaping America's Economy</p> <p>How did the Founding Fathers create the economy we use today?</p>	<ul style="list-style-type: none"> Explain how the U.S. free market economy works. Understand how the Constitution influences our economic system.

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Manifest Destiny to Today
Compelling Question: How did technology transform the United States?

Content Vocabulary: acquisition, annex, boundary, cede, expedition, manifest destiny, reservation, territory, Californio, claim, forty-niner, immigrant, missionary, Latter-day Saint, pioneer, rancho, transcontinental, yoke, abolitionist, Civil War, Confederacy, secede, sectionalism, Underground Railroad, Union, draft, Emancipation Proclamation, technology, drought, industrialization, segregation, urbanization

Essential Questions	Students will be able to...
<p>Manifest Destiny and Settling the West How did expansion of the United States affect people inside and outside the country?</p>	<ul style="list-style-type: none"> Examine and identify maps showing the major U.S. territories acquired in the nation’s westward expansion Explain why and how the United States acquired key territories and depict how this affected the people already living in each region
<p>The Diverse Peoples of the West What drew settlers to the western part of the United States in the 1800s?</p>	<ul style="list-style-type: none"> Describe aspects of life for one of six groups of people living in the West during the 1800s Identify the effects of westward expansion on six groups of westerners. Describe the benefits and drawbacks pioneers experienced when they moved west Create and analyze tables and bar graphs
<p>The Causes of the Civil War What factors helped drive apart the North and South in the mid-1800s?</p>	<ul style="list-style-type: none"> Identify key events that led to the Civil War. Solve a series of six visual puzzles to reveal key images about the causes of the Civil War. Discuss critical thinking questions about Civil War causes.
<p>The Civil War What factors contributed to the outcomes of the Civil War?</p>	<ul style="list-style-type: none"> Analyze primary source images of the Civil War to discover the factors that enabled the Union to win the war Appreciate the role historical artifacts play in creating historical memory and a sense of shared nationhood
<p>The Modern United States How has life in the United States changed since industrialization?</p>	<ul style="list-style-type: none"> Appreciate the power of a timeline to help understand key historical periods in modern U.S. history. Evaluate the influence of these historical periods on the present-day United States.

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