

**Illinois Learning Standards for Social Science**

<b>Content Standards</b>	<b>Inquiry Skills</b>
<p><b>Civics</b></p> <p>SS.CV.1.5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places</p> <p>SS.CV.2.5 Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions</p> <p>SS.CV.3.5 Compare the origins, functions and structure of different systems of government</p> <p>SS.CV.4.5 Explain how policies are developed to address public problems</p> <p><b>Geography</b></p> <p>SS.G.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time</p> <p>SS.G.2.5 Describe how humans have utilized natural resources in the United States</p> <p>SS.G.3.5 Analyze the effects of specific catastrophic and environmental events as well as technological develops that have impacted our nation and compare to other places</p> <p>SS.G.4.5 Compare the environmental characteristics of the United States to other world regions</p> <p><b>Economics and Financial Literacy</b></p> <p>SS.EC.1.5 Analyze why and how individuals, businesses, and nations around the world specialize and trade</p> <p>SS.EC.2.5 Discover how positive incentives and negative incentives influence behavior in our nation’s economy and around the world</p> <p>SS.ED.3.5 Determine the ways in which the government pays for the goods and services it provides</p> <p>SS.FL.4.5 Explain that interest is the price the borrower pays for using someone else’s money</p> <p><b>History</b></p> <p>SS.H.1.5 Create and use a chronological sequence of related events to compare developments that happened at the same time</p> <p>SS.H.2.5 Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose - to judge the extent to which the source is useful for studying a particular topic</p> <p>SS.H.3.5 Explain probably causes and effects of events/developments in U.S. History</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p><b>Developing Questions and Planning Inquiries</b></p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p> <p><b>Evaluating Sources and Using Evidence</b></p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p> <p><b>Communicating Conclusions and Taking Informed Action</b></p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening , consensus building, and voting procedures to decide on and take action in their classroom and school</p> <p>* Inquiry skills are incorporated within all units.</p>

Social Studies 5<sup>th</sup> Grade

<b>Technology</b>					
SMART Board, Elmo, Chromebooks, YouTube					
Standards	Essential Questions	Content	Skills	Assessment	Resources
<p><b>Map Skills</b> SS.G.4.5</p>	<p><b>Map Skills</b> How can maps communicate concepts and information?  How does location impact daily life?  How do maps help to understand historical events?</p>	<p><b>Map Skills</b> -Cardinal and intermediate directions -Map key -Map scale -Compass rose -Types of maps: political, physical, climate, historical, road, elevation, special purpose -Continents and oceans  Latitude and longitude: -Relative and absolute location -Equator -Prime Meridian -Tropic of Capricorn -Tropic of Cancer -Arctic Circle -Antarctic Circle -Hemispheres</p>	<p><b>Map Skills</b> -Provide the relative location of a place using cardinal and intermediate directions -Understand the symbols on a map -Compare the map scales of two maps of the same location -Differentiate between different types of maps -Recognize and identify hemispheres, continents and oceans -Identify absolute location using latitude and longitude -Identify the important lines of latitude and longitude</p>	<p><b>Map Skills</b> -Test -Map</p>	<p><b>Map Skills</b> -<i>Our Nation</i> by Macmillan McGraw Hill (2005) -Teacher created materials</p>
<p><b>Exploration</b> SS.G.1.5 SS.EC.1.5 SS.H.1.5 SS.H.2.5 SS.H.3.5</p>	<p><b>Exploration</b> What were the purposes for exploration?</p>	<p><b>Exploration</b> -Purposes of Spain, England, and France’s exploration -Explorers -Map skills</p>	<p><b>Exploration</b> -Discover Europe’s motives to expand across the ocean -Discuss a main explorer from Spain, England, and France -Locate the area each country chose to settle using map skills</p>	<p><b>Exploration</b> -Test -Quiz Bowl</p>	<p><b>Exploration</b> -<i>Our Nation</i> by Macmillan McGraw Hill (2005) -Classroom books</p>

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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p><b>Colonization</b>                      SS.G.1.5                      SS.H.1.5                      SS.H.3.5</p>	<p><b>Colonization</b>                      What were the purposes of colonial settlement?</p> <p>How did geography affect the location and economy of the colonies?</p> <p>What determined the success and failures of the colonies?</p>	<p><b>Colonization</b>                      New England:                      -Geography                      -Religion                      -Achievements                      -Political System                      -Economics                      -Social Structure                      -Relationships with Native Americans</p> <p>Middle Colonies:                      -Geography                      -Religion                      -Achievements                      -Political System                      -Economics                      -Social Structure                      -Relationships with Native Americans</p> <p>Southern Colonies:                      -Geography                      -Religion                      -Achievements                      -Political System                      -Economics                      -Social Structure                      -Relationships with Native Americans</p>	<p><b>Colonization</b>                      -Recognize colonies in each region                      -Identify the natural resources of each colonial region                      -Understand the religious groups/beliefs in each colonial region                      -Celebrate people and inventions during the time period                      -Examine the government and its relationship with its mother country                      -Explain how each colonial region made a living                      -Differentiate between levels of social classes in the colonial regions                      -Analyze how slavery affected the colonial regions                      -Explore relationships between colonists and Native Americans</p>	<p><b>Colonization</b>                      -Test                      -Quiz Bowl                      -Native American project</p>	<p><b>Colonization</b>                      -<i>Our Nation</i> by Macmillan                      McGraw Hill (2005)                      -Classroom books</p>

Social Studies 5<sup>th</sup> Grade

Standards	Essential Questions	Content	Skills	Assessment	Resources
<b>Revolutionary War</b> SS.G.1.5 SS.G.3.5 SS.EC.2.5 SS.H.1.5 SS.H.3.5	<b>Revolutionary War</b> What were the causes that provoked the Revolutionary War?  Which historical figures played main roles in the Revolutionary War?  What were the outcomes of the Revolutionary War?	<b>Revolutionary War</b> -Causes -Patriots vs. Loyalists -Declaration of Independence -Significant battles -Significant people -Outcomes	<b>Revolutionary War</b> -Determine the events that led up to the Revolutionary War -Understand the difference between a patriot and a loyalist -Analyze the importance of the colonies separating from England -Identify significant battles and people during the Revolutionary War -Relate the outcomes of the Revolutionary War to the development of the United States' government	<b>Revolutionary War</b> -Test -Quiz Bowl	<b>Revolutionary War</b> - <i>Our Nation</i> by Macmillan McGraw Hill (2005) -Classroom books
<b>Formation of Government</b> SS.CV.1.5 SS.CV.2.5 SS.CV.3.5 SS.CV.4.5 SS.H.1.5 SS.H.3.5	<b>Formation of Government</b> How was the United States government founded?  What is the purpose of government?	<b>Formation of Government</b> -Articles of Confederation -Constitutional Convention -Great Compromise -Three-Fifths Compromise  Constitution: -Powers of state and national governments -Branches -Checks and balances	<b>Formation of Government</b> -Determine the weaknesses of the Article of Confederation -Explain the intent of the Constitutional Convention -Determine the reasons why compromises were made -Discover how the Constitution is organized -Recognize the purposes of the Constitution	<b>Formation of Government</b> -Test -Quiz Bowl	<b>Formation of Government</b> - <i>Our Nation</i> by Macmillan McGraw Hill (2005) -Classroom books
<b>Economics</b> SS.EC.1.5 SS.EC.3.5 SS.FL.4.5	<b>Economics</b> How does the free market system serve an economic engine for business and careers?  Why are entrepreneurial and innovative thinking needed to meet the requirements of high-growth, high demand careers and the concept of globalization in business?	<b>Economics</b> -Free market system -Entrepreneurship and innovation -Work-readiness skills -Career clusters -Global economy	<b>Economics</b> -Identify the characteristics of a free market economy -Define entrepreneurship and explore the process of innovation -Understand that businesses need people with technical skills to support high-growth, high-demand jobs -Compare career clusters -Explore how the United States is tied to the global economy	<b>Economics</b> -Teacher observations -Classroom discussion	<b>Economics</b> -Junior Achievement