

**RIDGECROFT SCHOOL
GRADE 5 SOCIAL STUDIES**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE: Social Studies (Harcourt) ADDITIONAL RESOURCE: Financial Literacy (DPI)
FIRST GRADING PERIOD	30 Days		
NORTH AMERICA'S GEOGRAPHY		1.01-1.07	TEXTBOOK Unit 1
SECOND GRADING PERIOD	30 Days		
THE EARLY US		4.01-4.05, 4.08	TEXTBOOK Unit 2
THIRD GRADING PERIOD	30 Days		
CIVIL WAR TO PRESENT		4.02-4.03, 4.05-4.08	TEXTBOOK Unit 3
FOURTH GRADING PERIOD	30 Days		
GOVERNMENT AND SOCIETY		2.01-2.08	TEXTBOOK Unit 4
FIFTH GRADING PERIOD	30 Days		
A LAND OF MANY PEOPLE		3.01-3.07	TEXTBOOK Unit 5
SIXTH GRADING PERIOD	30 Days		
ECONOMIC NEIGHBORS TECHNOLOGY LEADS THE WAY		5.01-5.08 6.01-6.06	TEXTBOOK Unit 6 Unit 7

8-5-08

NC STANDARD COURSE OF STUDY Effective 2008-2009

UNITED STATES HISTORY, CANADA, MEXICO, AND CENTRAL AMERICA

The fifth grade study extends the focus to geographic regions of the United States, Canada, Mexico, and Central America. Students learn about the people of these nations and the physical environments in which they live. As they examine social, economic, and political institutions, students analyze similarities and differences among societies. Concepts for this study are drawn from history and the social sciences, but the primary discipline is cultural geography. Given the swiftness of change and our global information systems, students' examinations of these concepts must require continuous reference to current events and trends.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: THE LEARNER WILL APPLY KEY GEOGRAPHIC CONCEPTS TO THE UNITED STATES AND OTHER COUNTRIES OF NORTH AMERICA.

- 1.01** Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.
- 1.02** Analyze how absolute and relative location influence ways of living in the United States and other countries of North America.
- 1.03** Compare and contrast the physical and cultural characteristics of regions within the United States, and other countries of North America.
- 1.04** Describe the economic and social differences between developed and developing regions in North America.
- 1.05** Explain how and why population distribution differs within and between countries of North America.
- 1.06** Explain how people of the United States and other countries of North America adapt to, modify, and use their physical

environment.

1.07 Analyze the past movement of people, goods, and ideas within and among the United States, Canada, Mexico, and Central America and compare it to movement today.

COMPETENCY GOAL 2: THE LEARNER WILL ANALYZE POLITICAL AND SOCIAL INSTITUTIONS IN NORTH AMERICA AND EXAMINE HOW THESE INSTITUTIONS RESPOND TO HUMAN NEEDS, STRUCTURE SOCIETY, AND INFLUENCE BEHAVIOR.

2.01 Analyze major documents that formed the foundations of the American idea of constitutional government.

2.02 Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.

2.03 Recognize how the United States government has changed over time.

2.04 Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.

2.05 Assess the role of political parties in society.

2.06 Explain the role of public education in the United States.

2.07 Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.

2.08 Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 3: THE LEARNER WILL EXAMINE THE ROLES VARIOUS ETHNIC GROUPS HAVE PLAYED IN THE DEVELOPMENT OF THE UNITED STATES AND ITS NEIGHBORING COUNTRIES.

3.01 Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.

3.02 Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

3.03 Identify examples of cultural interaction within and among the regions of the United States.

3.04 Hypothesize how the differences and similarities among people have produced diverse American cultures.

3.05 Describe the religious and ethnic impact of settlement on different regions of the United States.

3.06 Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and selected countries of Central America.

3.07 Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 4: THE LEARNER WILL TRACE KEY DEVELOPMENTS IN UNITED STATES HISTORY AND DESCRIBE THEIR IMPACT ON THE LAND AND PEOPLE OF THE NATION AND ITS NEIGHBORING COUNTRIES.

4.01 Define the role of an historian and explain the importance of studying history.

4.02 Explain when, where, why, and how groups of people settled in different regions of the United States.

4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.

4.04 Describe the causes and effects of the American Revolution, and analyze their influence on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.

4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.

4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.

4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.

4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.

COMPETENCY GOAL 5: THE LEARNER WILL EVALUATE WAYS THE UNITED STATES AND OTHER COUNTRIES OF NORTH AMERICA MAKE DECISIONS ABOUT THE ALLOCATION AND USE OF ECONOMIC RESOURCES.

- 5.01** Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.
- 5.02** Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.
- 5.03** Assess economic institutions in terms of how well they enable people to meet their needs.
- 5.04** Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.
- 5.05** Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.
- 5.06** Examine the different economic systems such as traditional, command, and market developed in selected countries of North America and assess their effectiveness in meeting basic needs.
- 5.07** Describe the ways the United States and its neighbors specialize in economic activities, and relate these to increased production and consumption.
- 5.08** Cite examples of surplus and scarcity in the American market and explain the economic effects.

COMPETENCY GOAL 6: THE LEARNER WILL RECOGNIZE HOW TECHNOLOGY HAS INFLUENCED CHANGE WITHIN THE UNITED STATES AND OTHER COUNTRIES IN NORTH AMERICA.

- 6.01** Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer.
- 6.02** Relate how certain technological discoveries have changed the course of history and reflect on the broader social and environmental changes that can occur from the discovery of such technologies.
- 6.03** Forecast how technology can be managed to have the greatest number of people enjoy the benefits.
- 6.04** Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.
- 6.05** Compare and contrast the changes that technology has brought to the United States to its impact in Canada, Mexico, and Central America.
- 6.06** Predict future trends in technology management that will benefit the greatest number of people.