

**Haddon Township School District**  
**Grade Five**  
**Social Studies**

The fifth grade Social Studies Curriculum involves the study of US history, world history, and citizenship. The curriculum provides developmentally appropriate experiences that reflect the New Jersey Core Curriculum Content Standards for Social Studies. This curriculum will continue evolving to meet the needs of the students as well as the standards established by the New Jersey Department of Education.

**ESSENTIAL LEARNINGS:** *All fifth grade social studies students will demonstrate an understanding of the following strands from the NJ Core Curriculum Content Standards:*

**U.S. History, America and the World (NJ 6.1)**

*All fifth grade students will...*

- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
- Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
- Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups.
- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for woman, African Americans, and Native Americans.
- Determine factors that impacted emigration, settlement patterns, and regional identities of colonies.
- Explain how the US government is organized and how the United States Constitution defines and limits the power of government.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the Revolutionary War.
- Explain why New Jersey's location played an integral role in the American Revolution.
- Analyze the world in terms of spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- Relate slavery and indentured servitude to Colonial labor systems.
- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

**U.S. History, America and the World (NJ 6.1)**  
 continued...

- Evaluate the impact of science, religion, and technology innovations on European exploration.
- Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- Analyze how prominent individuals and other nations contributed to the causes, executions, and outcomes of the American Revolution.
- Examine the roles and perspectives of various socioeconomic groups (e.g. rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- Explain how interactions among African, European, and Native American groups began a cultural transformation.
- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

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**CHARACTERISTICS OF EFFECTIVE LEARNERS:**

*All fifth students will demonstrate growth in the development of the following characteristics of effective learners:*

**Trustworthiness**, demonstrated by the ability to...

- Be honest in words and actions
- Keep promises
- Stand up for beliefs and do what is right
- Be a good friend

**Respect**, demonstrated by the ability to...

- Treat others the way you would want to be treated
- Be polite and courteous
- Treat others well even if they look, act, or believe differently than you do

**Responsibility**, demonstrated by the ability to...

- Do what you are supposed to do
- Think about how your actions will affect others
- Always try to do your best

**Fairness**, demonstrated by the ability to...

- Play by the rules
- Take turns and share
- Try to see the other person's side
- Speak up if you know something is unfair

**Caring**, demonstrated by the ability to...

- Be kind with your words and actions
- Help others
- Think about other people's feelings and needs
- Be thankful for what others do for you

**Citizenship**, demonstrated by the ability to...

- Cooperate with others
- Obey rules and laws
- Do your best to make your school and neighborhood better
- Help protect the Earth

*New Jersey Core Curriculum Content Standards indicated in parentheses.*

**Resources**

United States History: Beginnings (Harcourt Horizons, 2003)  
A History of US: Books 1,2 3 (Oxford University Press, 2003)

**Additional Resources**

*Time for Kids Reader's Collection*  
Maps101.com  
Primary documents, software, videotapes, maps, globes  
Teacher directed materials  
Literature and art connections  
Safari Montage

**Technology**

*Students will use technology in social studies classrooms to:*

- Access and retrieve information responsibly to support learning
- Present social studies information in a variety of visual forms
- Use simulations to acquire an understanding of social studies concepts
- Communicate understandings of social studies content and processes

**Assessment**

*Student learning will be assessed using a variety of measures, including:*

- Formal assessments
- Teacher generated tests and quizzes
- Student projects and presentations
- Writing
- Assigned and self-selected extensions
- Homework and teacher generated assignments

**Parent Involvement**

*Research supports that parent involvement in education can lead to academic benefits for students. Haddon Township parents of fifth grade students are encouraged to:*

- Set a regular time, place, and routine for homework with minimal distractions
- Provide appropriate supplies for students
- Review homework and course content regularly
- Discuss local and national news accessed through newspapers, news magazines, newscasts, educational television, and appropriate internet sites
- Plan family trips and outings that support social studies learning, including visits to sites of historical interest
- Discuss contemporary issues that relate to and support content and learning.