

Course Syllabus

Social Studies, Social Studies Grade 5

Morgan County Curriculum 4.1 Elementary., Final
Morgan County School District

Government and Civics (20%)

- 1.1.1 (DOK 3) ASSESSED
The learner will be able to describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides like the armed services, interstate highways, national parks and analyze the importance of these services to citizens today.
- 1.1.2 (DOK 3) ASSESSED
The learner will be able to explain and give examples of how democratic governments function (by making, enacting and enforcing laws) to promote the "common good" (e.g., public smoking ban, speed limits, seat belt requirements).
- 1.2.1 (DOK 2) ASSESSED
The learner will be able to identify the three branches of the U.S. Government, explain the basic duties of each branch (executive-enforce the laws, branches-make the laws, judicial-interpret the laws) and identify important national/federal offices/leaders, (President, Vice-President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, judges) associated with each branch.
- 1.2.2 (DOK 2) ASSESSED
The learner will be able to explain why the framers of the Constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, judicial, legislative).
- 1.3.1 (DOK 3) ASSESSED
The learner will be able to explain the basic principles of democracy (e.g., justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, U.S. Constitution, Bill of Rights) and analyze why they are important to citizens today.

- 1.3.2 (DOK 3) ASSESSED

The learner will be able to describe specific rights and responsibilities individuals have as citizens of the United States like voting in national elections and explain why civic engagement is necessary to preserve a democratic society.

Cultures and Societies (15%)

- 2.1.1 (DOK 2) ASSESSED
The learner will be able to identify early cultures like English, Spanish, French, West African, in the United States and analyze their similarities and differences.
- 2.2.1 ASSESSED
The learner will be able to describe social institutions like government, economy, education, religion, and family in the United States and explain their role in growth and development of the nation.
- 2.3.1 (DOK 2) ASSESSED
The learner will be able to describe various forms of interactions (compromise, cooperation, conflict, that occurred between diverse groups like Native Americans, European Explorers, English colonists, British Parliament in the history of the United States.
- 2.3.2 (DOK 2) ASSESSED
The learner will be able to give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies like compromise, cooperation and communication.

Economics (15%)

- 3.1.1 (DOK 2) ASSESSED
The learner will be able to describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Twentieth) to make economic choices (e.g., use of productive resources--natural, human, capital) and incur opportunity costs.
- 3.2.1 Supporting
The learner will be able to explain how profits motivated individuals/businesses in the U.S. (Expansion, Industrialization) to take risks in producing goods and services.

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■ 3.3.1 (DOK 2) ASSESSED

The learner will be able to give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences.

● 3.3.2 Supporting

The learner will be able to explain how competition among buyers and sellers influences the price of goods and services in our state, nation and world.

■ 3.4.1 (DOK 3) ASSESSED

The learner will be able to describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, history history to Present).

■ 3.4.2 (DOK 3) ASSESSED

The learner will be able to describe how new knowledge, technology/tools and specialization increases/increased productivity in the U.S. (Colonization, Industrialization, Twentieth Century to Present).

■ 3.4.3 Supporting

The learner will be able to define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.

Geography (20%)

■ 4.1.1 (DOK 3) ASSESSED

The learner will be able to use geographic tools like maps, charts, geographic to identify natural resources and other physical characteristics like major landforms, major bodies of water, weather, climate, roads, and geographic, and analyze patterns of movement and settlement in the United States.

■ 4.1.2 (DOK 2) ASSESSED

The learner will be able to use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location.

■ 4.1.3 ASSESSED

The learner will be able to describe how different factors like rivers and mountain influence where human activities were/are located in the United States.

■ 4.1.4 Supporting

The learner will be able to explain how factors in one location can impact other locations (e.g., natural disasters, building dams).

■ 4.3.1 (DOK 2) ASSESSED

The learner will be able to explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (e.g., climate, landforms, bodies of water).

■ 4.3.2 (DOK 2) ASSESSED

The learner will be able to describe how advances in technology (e.g., dams, reservoirs, roads, irrigation) allow people to settle in p[laces previously inaccessible in the United States.

■ 4.4.1 (DOK 3) ASSESSED

The learner will be able to explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

■ 4.4.2 (DOK 2) ASSESSED

The learner will be able to describe how the physical environment like mountains as barriers for protection, rivers as barriers of transportation both promoted and restricted human activities during the early settlement of the U.S. (Colonization, Expansion).

■ 4.4.3 Supporting

The learner will be able to describe how individuals/groups may have different perspectives about the use of land like farming industrial, residential, recreational.

Historical Perspective (30%)

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- 5.1.1 (DOK 2) ASSESSED
The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.
- 5.2.1 (DOK 2) ASSESSED
The learner will be able to identify significant patriotic and historical songs, symbols, songs and selected reading (e.g., state flag, United We Stand, Divided We Fall, My Old Kentucky Home) Kentucky to Kentucky and explain their historical significance.
- 5.2.2 (DOK 2) ASSESSED
The learner will be able to identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.
- 5.2.3 (DOK 3) ASSESSED
The learner will be able to describe change over time in communication, technology, transportation and education in Kentucky.
- 5.2.4 (DOK 3) ASSESSED
The learner will be able to describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization, Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.