

St. Clement's School
Course Outline
Fifth Grade Social Studies
Fall Semester

This course outline is a general guide to familiarize students and parents with an overview of the course. It is an approximation of the content and objectives of the course during the fall semester. Rate of progress may vary depending upon learning pace of the students and time spent on current events and preparation for the Outdoor Education Trip.

I. Course content

- A. Unit one: Europeans come to America
 - 1. Early visit of the Vikings
 - 2. Marco Polo/quest for sea route to Asia
 - 3. Prince Henry/Portuguese explorers
 - 4. Christopher Columbus/Amerigo Vespucci
 - 5. Spanish Explorers/discovery and crossing of Pacific
 - 6. Exploration and settlement of Spain's American empire
- B. Unit two: French and English come to America
 - 1. Search for Northwest Passage
 - 2. England and Spain compete for New World
 - 3. England's first settlement in America
 - 4. French exploration and settlement
 - 5. Identification of fact and opinion
- C. Unit three: Settlement of the Atlantic Coast
 - 1. English settlement of Jamestown
 - 2. Reading historical maps
 - 3. Growth of Virginia
 - 4. Arrival of Pilgrims/Thanksgiving traditions
 - 5. Puritans/Massachusetts Bay Colony
 - 6. New Netherland and New Sweden
- D. Unit four: The English colonies
 - 1. The New England colonies
 - a. Geography
 - b. New England way
 - c. Economy/slave trade
 - d. Credibility of sources
 - 2. The Middle Atlantic colonies
 - a. Geography
 - b. New York, New Jersey, Pennsylvania, Delaware
 - c. Origin of settlers/economy and trade
 - d. Impact of Benjamin Franklin on Philadelphia
 - 3. The Southern colonies
 - a. Geography
 - b. Maryland, the Carolinas, Georgia
 - c. Plantations/slavery in the colonies
 - d. Tidewater Virginia/backwater Virginia

- e. Reading graphs
- E. Unit five: The Colonies Rebel
 - 1. Growth and development of English colonies
 - 2. French and Indian War
 - 3. Taxation and protests
 - 4. Battles of Lexington and Concord
- F. Unit six: The American Revolution
 - 1. Early Battles/second Continental Congress
 - 2. Formal Declaration of Independence
 - 3. Battles in New England and Middle Atlantic/foreign support
 - 4. Battles in west and south/Yorktown
 - 5. Using primary and secondary sources
- G. Unit seven: The Constitution
 - 1. Problems with first American government
 - 2. Constitutional Convention
 - 3. Critical elements of new Constitution
 - 4. Framework of new government
 - 5. Recognizing point of view
- II. Learning objectives
 - A. Recognize key individuals and events/understand importance and impact
 - B. Find locations of key events on maps
 - C. Analyze cause and effect relationship among events
 - D. Order key events
 - E. Memorize sections of important documents in American history
 - F. Evaluate impact of outside events on the United States
 - F. Distinguish between fact and opinion
 - G. Identify sources as primary or secondary
 - H. Evaluate credibility of sources
 - I. Determine point of view in writings
 - J. Interpret information in bar, circle, and line graphs
 - K. Read historical maps
- III. Assessment
 - A. Homework
 - 1. Workbook pages
 - 2. Written answers to review questions
 - 3. Worksheets: crossword puzzles, brief answers, et al.
 - 4. Homework is single weighted when calculating student's average
 - B. Classwork
 - 1. Group reading and reports
 - 2. Notes-information and test review
 - 3. Workbook pages
 - 4. Class work is single weighted when calculating student's average
 - 5. Notes taken from videos watched in class
 - C. Quizzes
 - 1. Given in class to evaluate comprehension of information
 - 2. Quizzes are single weighted when calculating student's average

- D. Tests
 - 1. Multiple choice
 - 2. Students notified of test date at least one week before test
 - 3. Tests are double weighted when calculating student's average
 - E. Special projects
 - 1. Reports prepared in class
 - 2. Timelines prepared in class
 - 3. Research reports prepared in and outside of class
 - 4. Document excerpts memorized by students
 - 5. Special projects are double weighted when calculating average
 - F. Extra credit
 - 1. Earned for items brought into and shared with class
 - 2. Five points given for items related to Social Studies
 - 3. Ten points given for items related to current curriculum
- IV. Class policies
- A. Materials
 - 1. Textbook (covered)
 - 2. Workbook (covered with clear Contac paper)
 - 3. Colored pencils
 - 4. Pencil with eraser or erasable pen with eraser
 - 5. Wide ruled lined paper
 - B. Expectations
 - 1. Students should write down all assignments
 - 2. Students are expected to complete assignments on time
 - 3. Students are expected to complete assignments on their own and to the best of their ability
 - 4. Students are expected to participate regularly in class discussions
 - C. Late work
 - 1. One day late: five points deducted from grade
 - 2. Two days late: fifteen points deducted from grade
 - 3. Three or more days late: automatic grade of 50
 - D. Re-dos
 - 1. Opportunity for redo given on homework for grades lower than 60
 - 2. Re-dos must be completed by date specified by teacher
 - 3. Students are responsible for completing and submitting re-dos
 - 4. No re-dos will be allowed on late work
 - 5. No re-dos given on tests
 - E. Absences
 - 1. Students are allowed as many make-up days as they were absent
 - 2. A maximum of five make up days are allowed
 - 3. Exceptions may be made by the division head
 - 4. Students are responsible for submitting all make-up work
 - F. Planned absences
 - 1. Students are responsible for obtaining assignments before absence
 - 2. Work due at the beginning of each class period on day of return
 - 3. Tests missed should be taken on the day of return