

Grade Level:	5th
Class Title:	Social Studies
Subject:	Social Studies
Class Description:	<p>In this class (Student) will gain understanding and applicable knowledge of Civics, Economics, Geography, History and Social Studies Skills appropriate to his/her grade level. The study of US History from 1492-1791.</p> <p>The student will engage in communicating his/her experiences through the processes of reading, writing, drawing and/or the construction of projects/replicas.</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
Learning Materials:	List all materials.
Learning Goals/ Performance Objectives:	<p>Washington State Grade 5 Learning Standards for Social Studies</p> <ol style="list-style-type: none"> 1. 1.1.1 Understands the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents. 2. 1.1.2 Evaluates how a public issue is related to constitutional rights and the common good. 3. 1.2.1 Understands the organization of the U.S. government. 4. 1.2.2 Understands the function of the U.S. government. 5. 1.4.1 Understands that civic participation involves being informed about how public issues are related to rights and responsibilities. 6. 2.1.1 Analyzes the costs and benefits of decisions colonists made to meet their needs and wants. 7. 2.2.2 Understands how trade affected the economy of the thirteen colonies. 8. 2.3.1 Understands the impact of the British government on the economy of the thirteen colonies. 9. 3.1.1 Constructs and uses maps to show and analyze information about European settlement in the Americas. 10. 3.1.2 Understands the physical and cultural characteristics of the thirteen colonies. 11. 3.2.3 Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples. 12. 4.1.1 Understands and creates timelines to show how historical events are caused by other important events. 13. 4.1.2 Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791: 14. 4.2.1 Understands and analyzes how individuals caused change in U.S. history. 15. 4.2.2 Analyzes how people from various cultural groups have shaped the history of the United States. 16. 4.2.3 Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes. 17. 4.3.1 Analyzes the multiple perspectives and interpretations of historical events in U.S. history. 18. 4.3.2 Analyzes the multiple causes of change and conflict in U.S. history. 19. 4.4.1 Understands that significant historical events in the United States have implications for current decisions and influence the future. 20. 5.1.1 Understands the purpose of documents and the concepts used in them.

21. 5.1.2 Evaluates the relevance of facts used in forming a position on an issue or event.
22. 5.2.1 Understands how essential questions define the significance of researching an issue or event.
23. 5.3.1 Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.
24. 5.4.1 Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.
25. 5.4.2 Prepares a list of resources, including the title, author, type of source, date published, and publisher for each source, and arranges the sources alphabetically.

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

Learning Activities:

- 1) (Student) will read or listen to information on a topic for 30 minutes each week.
- 2) (Student) will complete ___ pages per week in Social Studies workbook.
- 3) (Student) will create one journal entry by writing or dictating on a concept each week.
- 4) (Student) will summarize information one time each week.
- 5) (Student) will produce a project including written work one time each month.
- 6) (Student) will keep a list of vocabulary words in a journal.
- 7) (Student) will complete one mapping activity each week.

A journal is highly suggested for keeping all written work.

**Progress Criteria/
Methods of Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.