

Bethlehem Lutheran School, Lakewood, CO
Social Studies Curriculum (Geography and History) grade 5

The social studies program involves each student in the learning process that blends knowledge of God as creator and sustainer of our world and knowledge of historic events and skills in geography. Students are enabled through knowledge to live as active, Christian citizens.

State Standard 1 Geography

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

Classroom objectives

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| <p>1.1 Use study skills to read and analyze information to successfully evaluate and make predictions using charts, maps, graphs, time lines, and documents that directly correspond to the subject matter.</p> <p>1.2 Understand the standard orientation of maps and globes (where North, South, East, and West are located); find different directions on the map.</p> <p>1.3 Understand that maps contain legends with symbols explaining various features and can explain various symbols.</p> <p>1.4 Interpret simple unfamiliar maps.</p> <p>1.5 Measure straight-line distances using a bar scale.</p> <p>1.6 Know how to use an atlas to find geographic information.</p> <p>1.7 Read maps and globes using longitude and latitude, coordinates, and degrees.</p> <p>1.8 Understand meridians and time zones (the International Date Line.)</p> <p>1.9 Understand relief maps – elevations and depressions.</p> <p>1.10 Interpret aerial graphs and maps of communities.</p> <p>1.11 Design custom maps with desired information, using mapping symbols.</p> <p>1.12 Name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them.</p> <p>1.13 Locate major rivers and mountains in the United States.</p> <p>1.14 Demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island, boundary, delta,</p> | <p>plateau, reservoir, and strait, and locate some such features within and bordering North America.</p> <p>1.15 Identify geographical terms and features, such as: coast, valley, prairie, and desert.</p> <p>1.16 Demonstrate knowledge of the geography of the American Civil War.</p> <p>1.17 Demonstrate knowledge of the geography of Scandinavia (including Greenland, Iceland, Newfoundland) as it relates to the history of the Vikings.</p> <p>1.18 Demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement.</p> <p>1.19 Demonstrate expanded knowledge on the thirteen original colonies.</p> <p>1.20 Demonstrate knowledge of the geography of the areas significant from the perspective of the American Revolution and the formation of the United States.</p> <p>1.21 Identify and locate Central and South America on the globe or maps.</p> <p>1.22 Locate the ancient Mesoamerican civilizations.</p> <p>1.23 Locate the activities of the Conquistadors.</p> <p>1.24 Locate the voyages of the European explorers and tradesmen.</p> <p>1.25 Locate the activities of the slave trade.</p> <p>1.26 Demonstrate knowledge about the United States –</p> <p style="padding-left: 20px;">1.26.1 The Civil War, the states and sites where it fought.</p> <p style="padding-left: 20px;">1.26.2 Reconstruction and westward expansion after the Civil War.</p> <p style="padding-left: 20px;">1.26.3 Major American Indian tribes and their original territories.</p> <p>1.27 Demonstrate expanded knowledge of the geography in relation to the America's becoming a world power.</p> <p>1.28 Locate and discuss the geography of important events – parts of World War 1 (1914-1918).</p> |
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- 1.29 Discuss the geography of the United States in relation to the history of the Twenties and the Great Depression.
- 1.30 Demonstrate expanded knowledge of the geography of the United States, including mountains, water features, political and economic features, cities, population, etc.
- 1.31 Understanding how latitude affects climate, and demonstrate his/her understanding through examples.
- 1.32 Trace and/or draw custom maps featuring information according to the desired use of the maps.
- 1.33 Analyze maps, in order to discover and summarize information about geographical areas.
- 1.34 Organize information obtained through the reading of maps in graphs, diagrams, and other visual aids, in order to illustrate specific demographic, physical and other topics.
- 1.35 Trace on maps the spread of human migrations, cultures, and languages.

State Standard 2 Geography

Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.

Classroom objectives

- 2.1 Divide the land of the United States into physical regions of God's creation and understand the interdependence of Americans living in urban, suburban, and agricultural areas.
- 2.2 Become more geographically literate by expanding his/her knowledge within the five themes of geography: location, place, human-environment interaction, movement, and regions, which will help the student to have a better understanding of God's world.
- 2.3 Describe and compare the physical characteristics of places, using a variety of visual materials and data sources.
- 2.4 Describe and compare human characteristics of places.
- 2.5 Examine and explain human impact on the landscape/environment.
- 2.6 Identify and analyze how technology shapes the physical and human characteristics of places.
- 2.7 Understand how human activities can change the nature of regions.

- 2.8 Identify and describe regions in terms of physical and human characteristics.
- 2.9 Explain how regions are connected through cultural ties, trade, language, and resources, through the use of maps.
- 2.10 Explain how regions change over space and time.
- 2.11 Gather and compare information on how people of different backgrounds view the same place or region.
- 2.12 Explain why immigrants to the United States hold on to customs from their home countries.

State Standard 3 Geography

Students understand how physical processes shape Earth's surface patterns and systems. (Related topics covered in science curriculum.)

Classroom objectives

- 3.1 Demonstrate understanding that the Earth's climate is subject to cycles of higher and lower temperatures; and that such a cycle, known as the Ice Age, for example, has made it possible for the first humans to arrive in America (from Asia) through a land bridge.
- 3.2 Understand and describe how the environment can affect human settlement and vice versa.
- 3.3 Demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life.
- 3.4 Demonstrate understanding of the ability of plants, animals and humans to adapt to living in various and changing environments.

State Standard 4 Geography

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Classroom objectives

- 4.1 Become more geographically literate by expanding his/her knowledge of human and environment interaction.
- 4.2 Discuss the countries of origin of their ancestors.
- 4.3 Identify and locate cities with large populations in this country.

- 4.4 Use maps to describe and explain population densities in parts of the United States.
- 4.5 Describe and discuss the reasons for human migrations (e.g. famine, slave trade, wars, persecution).
- 4.6 Analyze the characteristics of a certain population.
- 4.7 Understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (recreation, religion, arts, etc.)
- 4.8 Use cultural clues/artifacts to identify historical migrations.
- 4.9 Analyze the impact of various cultures on physical elements of the Earth.
- 4.10 Analyze geographical factors that have generated cultural change.
- 4.11 Identify major economic activities in the United States.
- 4.12 Identify economic activities within a region and examine the reasons for their locations.
- 4.13 Explain the need for trade among regions, based on local availability of resources and goods.
- 4.14 Compile examples of cultural and economic reasons for changes in human societies.
- 4.15 Analyze systems to deliver services and goods.
- 4.16 Discuss differences between prehistoric and modern human settlements in this part of the country.
- 4.17 Discuss difference between rural and urban human settlements.
- 4.18 Guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area.
- 4.19 Use maps to compare and contrast historic factors that have changed land use in a region.
- 4.20 Deduct geographical reasons for human settlements in specific areas.
- 4.21 Compare patterns of land use and human settlement in various regions.
- 4.22 Discuss stories about the Native Americans and conflicts among the tribes.
- 4.23 Discuss stories about the first Europeans in America and their search for gold and silver (for some), and for freedom and living space (for others).
- 4.24 Understand that today's residents of the United States are relative newcomers.

- 4.25 Understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons.
- 4.26 Describe political, social, and economic divisions throughout early American History.
- 4.27 Understand and describe how people divide the Earth's surface into different types of territorial units.
- 4.28 Analyze the reasons for divisions and cooperation among peoples, in terms of geography.

State Standard 5 Geography

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Classroom objectives

- 5.1 Become more geographically literate by expanding his/her knowledge within the five themes of geography: location, place, human-environment interaction, movement, and regions, which will help the student to have a better understanding of God's world.
- 5.2 Demonstrate understanding of why some regions are populated by many people, and others – by few.
- 5.3 Understand how human activities (such as the building of dams, irrigation, etc.) can change the nature of regions.
- 5.4 Understand how human activities impact the lives of animals and of other people.
- 5.5 Examine the factors that have caused the disappearance of an animal or plant species.
- 5.6 Understand the interrelatedness of environmental systems and its impact on life (human and other).
- 5.7 Describe ways in which humans adapt to physical changes in the Earth's environments.
- 5.8 Understand that surface relief has a major impact on human activities.
- 5.9 Understand how population growth affects air, land, and water quality, and how they impact the physical environment.
- 5.10 Explore the positive and negative effects of humans on the environment.
- 5.11 Explain how population movements influence people's lives.

- 5.12 Understand what kinds of resources are necessary for human existence.
- 5.13 Understand that resources are not distributed equally everywhere.

State Standard 6 Geography

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Classroom objectives

- 6.1 Become more geographically literate by expanding his/her knowledge within the five themes of geography: location, place, human-environment interaction, movement, and regions, which will help the student to have a better understanding of God's world.
- 6.2 Understand that changing environments have influenced and are influencing people and events in the past and present.
- 6.3 Use maps to describe the human and environmental factors that have marked the history of various regions.
- 6.4 Identify the various geographic aspects of a region.
- 6.5 Analyze the impact human migration has had on regions.
- 6.6 Examine how various regions deal with social, economic, and political changes.
- 6.7 Explain how competition for resources causes conflict.
- 6.8 Explain how human-induced factors can change the environment (development versus conservation).
- 6.9 Compare attitudes of people from different cultures towards social issues, including the role of the two sexes and make projections about the future.
- 6.10 Examine various social, political, and economic regions and see how they are different from past to present.
- 6.11 Show how environments and resources have affected various areas from past to present.

State Standard 1 History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Classroom objectives

- 7.1 Divide the land of the United States into physical regions of God's creation.
- 7.2 Understand the interdependence of Americans living in urban, suburban, and agricultural areas.
- 7.3 Realize that the occupation of American Indians, the discovery by Europeans, and the settlement of the three major colonial groups in America were volatile periods in history and understand that through the hardships, with the help of God, Americans learned to adapt to the new rugged lifestyles.
- 7.4 Understand the changes that took place in the United States due to westward expansion.
- 7.5 Realize how the nation began to develop new and better ways of doing things, instituted reforms, and extended the right to vote to more citizens.
- 7.6 Understand how the differences in lifestyle caused bitter feelings between the North and South and led to the Civil War.
- 7.7 Understand how the conflicts between Indians and settlers resulted in a tragic relocation of the Native Americans.
- 7.8 Realize the changes the nation endured as it industrialized.
- 7.9 Develop an understanding of the United States as a world power with its economy fluctuating from depression to a wartime boom.
- 7.10 Demonstrate a chronological understanding of the study of the Colonial Era (1500-1754) including characteristics of English colonies in North America; differences among Spanish, French, and English colonies; the interaction of Native American, black, and colonial cultures, the "planting" and nurturing of new societies.
- 7.11 Demonstrate a chronological understanding of the study of the Revolutionary Era (1754-1783) including the causes of the revolution, the establishment of the government through the Declaration of Independence, and the consequences of the Revolution.
- 7.12 Trace patterns of change and continuity in the history of their nation and in the laws of various people of various cultures from long ago until the post Civil War period.
- 7.13 Demonstrate a chronological understanding of the major topics: the Louisiana Purchase, Indian policy and treaties;

- 7.14 Manifest Destiny; the significance of the War with Mexico; interactions of white and black Americans, Native Americans, Asians, and Mexicans, and the social, economic, and political impact of the West on the growing Nation.
- Demonstrate a chronological understanding of the Civil War and Reconstruction (1850-1877) including the slave system in the Old South and its defenders and opponents; the causes, conduct, and course of the war and the failures of Reconstruction.

State Standard 2 History

Students know how to use the processes and resources of historical inquiry.

Classroom objectives

- 8.1 Realize that through hardships, with the help of God, Americans learned to adapt to the new rugged lifestyle.
- 8.2 Understand the difficulties of establishing a new nation under God.
- 8.3 Understand how the nation began to develop new and better ways of doing things.
- 8.4 Understand how the differences in lifestyle caused bitter feelings between the North and South and led to the Civil War.
- 8.5 Realize that the Civil War proved costly in lives, human emotion, and damage to the land.
- 8.6 Understand the changes the nation endured as it industrialized.
- 8.7 Develop an understanding of the United States as a world power.
- 8.8 Read geographic symbols, map scales, and directional indicators in order to obtain information from historical maps such as: the geographic features of the settings in which they occurred, their absolute and relative locations, and the distance and direction involved.
- 8.9 Identify various sources of historical information and verify those sources as legitimate, accurate, and balanced in presentation.
- 8.10 Identify how diaries, historical photographs, and artwork are used to record history.

- 8.11 Present examples of connections between past events and present day situations.
- 8.12 Compare evidence we have from settlers in the west, Native Americans, and journalists that show how various people lived in North America in the 18th and 19th centuries.
- 8.13 Gather historical data from oral history, diaries, letters, newspapers, speeches, texts, maps, photographs, and artwork.
- 8.14 Distinguish fact from fiction by comparing documentary sources addressing historical figures and events with fictionalized characters and events of common eras.
- 8.15 Pose and answers questions about key events in the history of the early United States.
- 8.16 Suggest how things might have turned out differently if those involved in a historical event in our nation's history had chosen a different course of action.
- 8.17 Analyze historical narratives to identify the facts the author involved has provided, and evaluate the credibility of the generalization or interpretation the author has presented.

State Standard 3 History

Students understand that societies are diverse and have changed over time.

Classroom objectives

- 9.1 Realize that through occupation of America by Indians, the discovery of Europeans, and the settlement of the three major colonial groups in America, Americans learned to adapt to the new rugged lifestyles.
- 9.2 Understand the colonists' difficulties of establishing a new nation under God.
- 9.3 Understand the changes that took place in the United States due to westward expansion.
- 9.4 Realize how the nation began to develop new and better ways of doing things.
- 9.5 Realize that the Civil War proved costly in lives, human emotion, and damage to the land.
- 9.6 Understand how the conflicts between Indians and settlers resulted in a tragic relocation of the Native Americans.
- 9.7 Realize the changes the nation endured as it industrialized.

- 9.8 Develop an understanding of the United States as a world power, with its economy fluctuating from depression to a wartime boom.
- 9.9 Describe important components of the common cultural heritage of the United States as a whole (e.g. English language, government, family structure, and education.)
- 9.10 Describe growth and change in America from colonial times to 1861 with emphasis on territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California (note the effects of geography on settlement.)
- 9.11 Describe the growth and change in America from 1801 to 1861 with emphasis on the effects of geography, climate, canals and river systems, economic incentives, and “frontier spirit”, which influenced the movement of people, goods, and services.
- 9.12 Describe the physical, cultural, historical, and economic differences among the three colonial: groups: New England Colonies, Middle Colonies, and Southern Colonies.
- 9.13 Describe the growth and change in America from colonial times to 1861.
- 9.14 Describe how international relationships influenced western expansion.

State Standard 4 History

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

Classroom objectives

- 10.1 Understand how the nation began to develop new and better ways of doing things.
- 10.2 Realize the changes the nation endured as it industrialized.
- 10.3 Identify economic reasons for people moving west.
- 10.4 Explain how the decision made by pioneers to go west altered the availability of resources for Native Americans (killing of buffalo, etc.)
- 10.5 Explain how supply and demand affects the resources in a community.
- 10.6 Describe the general characteristics of economic systems (e.g. scarcity, growth, distribution of goods and services, production, and consumption.)

- 10.7 Describe growth and change in America from colonial times to 1861 including the impact of inventions such as the cotton gin, McCormick reaper, steamboat, and steam locomotive on life in America.
- 10.8 Describe growth and change in America from colonial times to 1861 including the development and use of money, saving, and credit.
- 10.9 Analyze the impact of European expansion into the Americas in view of the trade in slaves, tobacco, rum, fur, and gold; and economic and cultural transformations (e.g. plants like tobacco and corn became available in new places; arrival of the horse in the Americas, etc.)

State Standard 5 History

Students understand political institutions and theories that have developed and changed over time.

Classroom objectives

- 11.1 Understand the colonists' desire to be independent from England's rule.
- 11.2 Understand the changes that took place in the United States due to westward expansion.
- 11.3 Realize how the nation began to develop new and better ways of doing things, instituted reforms, and extended the right to vote to more citizens.
- 11.4 Understand how the difference in lifestyle caused bitter feelings between the North and the South and led to the Civil War.
- 11.5 Realize that the Civil War proved costly in lives, human emotion, and damage to the land.
- 11.6 Identify national symbols, heroes, and holidays in the United States.
- 11.7 Identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals, and promoted the common good.
- 11.8 Identify and study the contents of the United States Constitution as important documents and discuss ways this document affect our lives.
- 11.9 Explain the importance of national celebrations, symbols, and ideas in their historical context as well as today.

- 11.10 Describe the purpose, structure, and functions of state government.
- 11.11 Explain why rules and laws have been established and enforced in states and nations.
- 11.12 Explain the causes, major figures, and consequences of the American Revolution (e.g. "No taxation without representation," Intolerable Acts, Paul Revere's ride, Declaration of Independence, George Washington, Thomas Jefferson, Valley Forge, etc.)
- 11.13 Study and analyze the ideas set forth in the United States Constitution and the Bill of Rights as related to British and American heritage; including the English Bill of Rights, the Mayflower Compact, and the Articles of Confederation.
- 11.14 Relate the United States Constitution and the Bill of Rights to the powers granted to the Congress, the President, the Supreme Court and those reserved to the states.
- 11.15 Describe the challenges faced by the new United States government, with emphasis on the writing of the new constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- 11.16 Give examples of extensions and restrictions of political and civil rights in United States history (e.g. gender, racial identity, national origin, property ownership, religion, legal status.)
- 11.17 Identify the causes, key events, and effects of the Civil War and Reconstruction, with emphasis on the events leading to secession and war; and the impact of Reconstruction on the South.
- 11.18 Identify leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, William Lloyd Garrison, etc.
- 11.19 Explain how, following the Civil War, massive immigration, combined with the rise of business, heavy industry, and mechanized farming transformed American life. (Emphasize western settlement and changing federal policy toward the Indians.)

Classroom objectives

- 12.1 Study and explain the artistic, religious, and oral traditions, and the architecture of the Incas, Aztecs, and Mayas.
- 12.2 Describe religious traditions of various ethnic groups in Colonial United States.
- 12.3 Describe religious developments in United States history (e.g. the Puritans, the Mormon Trek, the founding of "utopian" religious communities.)
- 12.4 Give examples of how religious and philosophical beliefs defined standards of right and wrong, good and evil, and justice and injustice in Colonial America.

State Standard 6 History

Students know that religious and philosophical ideas have been powerful forces throughout history.