



Social Studies - Grade 5

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, fifth graders will engage in inquiry based learning to develop understandings of behavioral sciences, economics, geography, history and political science through studying The Effects of Exploration & Colonization, the American Revolution, Settler Expansion, & the Civil War. Students will discover events of the past and the influence these events have on our understanding of the world today.

Enduring Understandings:

- Constructing meaningful questions and conducting inquiries produces citizens that are civically engaged.
- Examining similarities and differences between and among culture groups supports citizens in accurately interpreting similarities and differences.
- Understanding the role money plays in personal lives and in a global economy as well as the roles people play as producers and consumers produces financially literate people.
- Analyzing physical and human geography with geographic tools supports citizens in analyzing the world around them.
- Investigating push and pull forces of movements supports citizens in understanding positive and negative impacts of population changes and global interactions.
- Examining resources and human actions that modify the physical environments produces citizens who are mindful and respectful of their environment.
- Analyzing patterns of individuals, groups, and events supports historians in connecting past events, people, and ideas to the present.
- Interpreting a historical context of individuals, groups, and events helps citizens develop a global perspective.
- Identifying and analyzing democratic principles, civic responsibilities, and roles of government develops responsible citizens.

INQUIRY PRACTICES AND PROCESSES

- I can develop a list of open and closed-ended questions on a topic or issue. (SS.Inq1.a.i)
- I can gather a variety of resources into categories to guide the inquiry. (SS.Inq2.a.i)
- I can evaluate resources to determine which best support the inquiry and supporting questions. (SS.Inq2.b.i)
- I can create a thesis statement based on evidence found in sources to make a claim. (SS.Inq3.a.i)
- I can select appropriate evidence from sources to support a claim. (SS.Inq3.b.i)
- I can assess how evidence supports a claim. (SS.Inq3.c.i)
- I can evaluate the strength of a claim, evidence, and communication using criteria. (SS.Inq4.b.i)
- I can explore opportunities for civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.i)



BEHAVIORAL SCIENCES

- I can compare how people from different cultures solve common problems. (SS.BH2.a.4-5)
- I can investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings. (SS.BH3.a.5)
- I can classify technologies based on intended use, access and design, and how they might change people's lives. (SS.BH4.a.i)

ECONOMICS

- I can assess the roles of consumers, producers, prices, non-price factors and competition in the product market. (SS.Econ2.b.4-5)
- I can describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest. (SS.Econ3.b.5)
- I can assess the role of economic institutions in helping individuals and society. (SS.Econ4.b.4-5)
- I can differentiate between private property and public property. (SS.Econ4.b.4-5)
- I can discuss reasons government taxes people. (SS.Econ4.c.5)
- I predict unintended costs and benefits for a given current situation or event. (SS.Econ4.d.5)

GEOGRAPHY

- I can summarize how location affects people, places, and environment. (SS.Geog1.a.4-5)
- I can construct maps, charts, and graphs using appropriate elements. (SS.Geog1.a.4-5)
- I can identify purposes of and differences among maps, globes, aerial photographs, charts and satellite images. (SS.Geog1.b.i)
- I can create and label a map of the local community, state, tribal lands, and country including both physical and human characteristics. (SS.Geog1.c.4-5)
- I can investigate push and pull factors of movement in my community, state, country, and world. (SS.Geog2.b.5)
- I can describe population changes in my state, and country over time. (SS.Geog2.c.5)
- I can classify a provided set of resources as renewable or nonrenewable. (SS.Geog3.a.5)
- I can analyze the implications of renewable and nonrenewable resources at the local, national, and global level. (SS.Geog3.a.5)
- I can examine how human actions modify the physical environment when using natural resources. (SS.Geog5.b.5)



HISTORY

- I can use evidence to draw conclusions about probable causes and effect of historical events, issues, and problems. (SS.Hist1.a.i)
- I can use evidence to draw conclusions about probable effects of historical events, issues, and problems. (SS.Hist1.b.i)
- I can describe patterns of continuity over time in the community, state, and the United States. (SS.Hist2.a.i)
- I can describe patterns of change over time in the community, state, and the United States. (SS.Hist2.b.i)
- I can analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. (SS.Hist2.c.i)
- I can identify different historical perspectives regarding people and events in the past. (SS.Hist3.b.i)
- I can explain how historical events have possible implications on the present. (SS.Hist3.c.i)
- I can describe the historical context of a primary or secondary source. (SS.Hist4.a.i)
- I can describe the significance of the intended audience of a primary or secondary source. (SS.Hist4.b.i)
- I can describe the intended purpose of a specific primary or secondary source. (SS.Hist4.c.i)
- I can describe the impact an author's point of view has on a primary or secondary source. (SS.Hist4.d.i)

POLITICAL SCIENCE

- I can differentiate between majority rule and minority rights. (SS.PS1.a.i)
- I can hypothesize why laws and constitutions exist. (SS.PS1.a.i)
- I can summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. (SS.PS1.b.4-5)
- I can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. (SS.PS1.b.4-5)
- I can investigate examples of the rights and responsibilities individuals possess within the state, country, and world. (SS.PS2.a.i)
- I can summarize the actions of people and groups that have advanced civil rights for individuals. (SS.PS2.a.i)
- I can identify and describe basic human liberties. (SS.PS2.a.i)
- I can compare and contrast being a citizen of a country to the principles of good citizenship. (SS.PS2.b.5)
- I can describe the process by which people in the United States become legal citizens. (SS.PS2.b.5)
- I can critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. (SS.PS2.c.4-5)
- I can investigate reasons why citizens participate in elections. (SS.PS3.a.4-5)
- I can identify my role in government at the local, state, tribal, and federal levels. (SS.PS3.a.4-5)



POLITICAL SCIENCE (continued)

- I can classify the basic structures and functions of governments. (SS.PS3.c.4-5)
- I can summarize the basic powers of the government at the local, state, tribal, and federal levels. (SS.PS3.c.4-5)
- I can provide examples of how different governments solve problems. (SS.PS3.d.5)