

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CAEL76543	Grade Level	5
Course Name	Social Studies 5 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In Social Studies 5 A, the student will trace United States history from the pre-Columbian period to the War of 1812. The student will examine factors that impact patterns of settlement, immigration, migration, technological advancements, and the role of the government. The student will develop the ability to compare and contrast viewpoints, identify main ideas and details, interpret and create timelines, and make generalizations. The student will also study how geography has affected culture and historic events as well as factors that impacted the growth of the economy. The course text is Pearson's myWorld Social Studies: Building Our Country workbook. Multimedia resources, including videos and interactive websites, enhance and support the content.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS5.1.1	Describe the basic rights and responsibilities of citizenship.
SS5.1.3	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS.5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.4	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).
SS2.6.3	Use digital tools to learn about social studies concepts.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: Early Exploration In this unit, your student will explore how environments shape how people live. Your student will learn that Native Americans both shaped and adapted to their environment, creating thriving civilizations throughout the Americas. He will also explore how Native Americans prospered by creating diverse ways of life, adapting to the climate, resources, and other factors of their environment. Additionally, your student will analyze how Native Americans developed rich cultural traditions, creating societies with complex economies, governments, languages, arts, and technologies. To apply the focused reading skill, your student will analyze similarities and differences between different viewpoints.</p>	SS5.1.1, SS5.1.3, SS5.1.5, SS.5.2.1, SS5.2.2, SS5.2.4, SS5.4.2, SS2.5.4, SS2.6.3	<ul style="list-style-type: none"> Identify how people establish different types of communities to meet their basic needs and analyze unifying characteristics of communities. Analyze how new technologies can encourage new explorations, opening up challenges and opportunities for daring people. Describe how trade and personal interests spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results. Evaluate how Columbus's voyages launched a period of interaction and exchange among Europe, Africa, and the Americas, which had both beneficial and tragic results and long-lasting effects. Analyze similarities and differences between viewpoints
<p>Unit 2: Early Settlement In this unit, your student will explore why people leave their homelands. Your student will learn that people in Europe had economic, political, and religious reasons for leaving their home countries to start settlements, called colonies, in North America. She will examine the different ways in which people from Spain, France, England, and the Netherlands adapted to unfamiliar environments and interacted with Native Americans. Your student will learn that European colonization of North America led to new patterns of exchange among Europe, Africa, and the Americas, including the forced enslavement and relocation of African peoples. She will analyze the effects of colonization, and will contrast early forms of government, economic activities, social systems, and cultural characteristics in different colonies. To apply the focused reading skill, your student will identify main ideas and details of informational texts to make a timeline of European colonization of the Americas.</p>	SS.5.2.1, SS5.2.2, SS5.2.4, SS.5.4.2, SS2.6.3	<ul style="list-style-type: none"> Explain economic, political, and religious reasons for European colonization of North America as well as consequences of colonization. Describe examples of conflict, compromise, and cooperation among Native Americans, Europeans, and Africans in North America. Contrast technologies, economic activities, social and labor systems, political institutions, and cultural characteristics among different colonies. Analyze the impact of environmental conditions and cultural exchanges on European colonies in North America. Identify main ideas and details, using informational texts, to create an illustrated timeline of European colonization of the Americas.

<p>Unit 3: The American Revolution</p> <p>In this unit, your student will examine the events of the American Revolution to evaluate whether the outcomes of the war were worth its costs. Your student will learn how the end of the French and Indian War and subsequent British policies increased tensions between Britain and the thirteen colonies. He will explore specific laws and incidents that incited the colonies to rebel against British rule. Your student will then take a closer look at specific events leading to the outbreak of war, and analyze contributing factors to the conduct of the war and its conclusion, including how the United States won. Additionally, your student will read excerpts of the Declaration of Independence to better understand its structure, purpose, and principles. He will also consider how the document inspired colonists to revolt and shaped early government in the new nation. Finally, your student will contrast the viewpoints of various parties during and after the war, and will use what he has learned to write a journal entry from the perspective of a Loyalist or a Patriot.</p>	<p>SS5.1.1, SS5.1.3, SS.5.2.1, SS5.2.4, SS2.6.3</p>	<ul style="list-style-type: none"> • Explain causes of conflict between Britain and the thirteen colonies and reasons that conflict led to war. • Analyze key events during the American Revolution as well as contributions of significant historical figures. • Analyze key ideas and principles contained in the Declaration of Independence. • Evaluate the immediate and long-term effects of the American Revolution and its outcomes on life in the British colonies. • Compare and contrast the viewpoints of various groups (including Patriots, Loyalists, the British, and Native Americans) during and after the American Revolution.
<p>Unit 4: Building Our Nation</p> <p>In this unit, your student will explore the development of government and society in the first decades of the United States. She will use what she learns to draw conclusions about the purpose of government and the role of leaders in shaping government. In particular, your student will investigate how and why the framers adopted the U.S. Constitution. She will examine the structure, provisions, and principles of the document, as well as of the Bill of Rights. Your student will also consider how the new nation failed to protect the rights and freedoms of all peoples. She will follow the efforts of Native Americans, free and enslaved African Americans, and women to achieve greater freedom and equality. In addition, your student will look at the causes and consequences of westward expansion and the ways in which territorial and population growth changed the nation. Finally, your student will apply interviewing and writing skills to generalize about the experiences of distinct groups of people in the United States in the late 1700s and early 1800s.</p>	<p>SS5.1.1, SS5.1.3, SS5.1.4, SS5.1.5, SS5.2.4, SS2.6.3</p>	<ul style="list-style-type: none"> • Analyze the significance and lasting legacy of the U.S. Constitution and the Bill of Rights. • Evaluate how various individuals, groups, and events shaped government, laws, and civil liberties in the United States. • Summarize causes and effects of key events in the early history of the nation, including the Louisiana Purchase and the War of 1812. • Explain motivating factors of and challenges to westward expansion as well as the impact of territorial growth on Native Americans. • Analyze what life was like in the new nation by generalizing about the experiences of different groups of people in an interview activity.