



**GRADE 5 SOCIAL STUDIES LEARNING OUTCOMES AND UNIT GUIDE**

Unit	Learning Outcomes	Performance Indicators
<b>Who We Are</b>	<input checked="" type="checkbox"/> Demonstrate an understanding of the pre-Columbian settlements; their heritage and traditions in a country of your choosing. (eg. Nicaragua, Canada, USA ).	<b>Interactions and Interdependence of Nations (IN)</b>
		Locate on a map traditional Native American Settlement areas in the era prior to European arrival throughout North and South America.
		Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
		Research similarities and differences in ways of life among Native Americans/Indigenous people before European contact (e.g., men's roles, women's roles, children's roles).
		Describe their varied customs and folklore traditions.
<b>Where We Are in Place and Time</b>	Describe the cooperation and conflict that existed among the Native Americans/indigenous people and between the indigenous nations and the new settlers.	<b>Interactions and Interdependence of Nations (IN)</b>
		Describe the competition among the newcomers (English, French, Spanish, Dutch) and Indigenous nations for control of land and resources.
		Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
	Explain the influence and achievements of significant leaders of the time.	
	Analyze the evolution of the Nicaragua, USA, Canada and other countries as a multicultural nations.	Differentiate between refugees and immigrants.
		Explain what motivates newcomers to move to Nicaragua, USA, Canada and other countries (e.g., entrepreneurship, employment, family reunification, refuge, education).
Discuss the waves of immigrants from Europe to USA, Nicaragua and other countries and their modes of transportation (e.g., overland wagons, canals, flatboats, steamboats)		
<b>Where We Are in Place and Time</b>	Identify the European influence on pre-American/Nicaraguan/Canada and other countries Independence on society.	<b>Dynamic Relationships (DR)</b>
		Plot the principal voyages and experiences of the first European explorers who came to what is now the Nicaragua, USA, and discuss the impact of voyages on the societies encountered (e.g, Christopher Columbus, Francisco Vasquez de Coronado).
		Show how trade influenced the establishment of the first communities in the Americas.
Explore what mutual benefits/change trade provided for Indigenous peoples and the English and Spanish, and discuss how these items influence culture.		
<b>How We Express Ourselves</b>	Assess the impact of the environment on the lives of people living in Nicaragua and/or other countries.	<b>Dynamic Relationships (DR)</b>
		Describe the climate of different regions of North America, and investigate how population distribution in these countries is related to climate, resources, and topographical features.
		Explain how different traditional worldviews of Earth affect the use of resources in North America.
		* Assess the societal and environmental impacts of industrial and agricultural processes that change raw materials into manufactured products, considering different perspectives such as consumer, manufacturer, salesperson, and community leader.
* Recognize the need for developing a sense of responsibility towards other people, other living things, and the environment when choosing how to use and dispose of manufactured products.		



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How the World Works	<p>Hypothesize about economic changes that Nicaragua may experience in the future.</p>	<b>Resources and Wealth (RW)</b>
		Using factual data and statistics, predict the future demographic makeup of Nicaragua (e.g., growth in senior citizen population, rates of immigration, birth rates, rural depopulation).
		Describe the effect the movement of people has on local and other communities.
		Predict which industries will be of future significance in Nicaragua using factual information, statistics, and other data to support your prediction.
		Give examples of possible changes in Nicaragua's principal industries (e.g., large agricultural companies replacing family farms; changes to the fishing industry, the importance of technological industries).
Speculate upon how contrasting worldviews toward the natural environment may affect the use of resources.		
How We Organize Ourselves	<p>Describe Nicaragua/USA/Canadian and other countries' political evolution, including the course and consequences of revolutions, and the significance of treaties and ruling documents.</p>	<b>Power and Authority (PA)</b>
		Understand how political, religious, and economic ideas and interests brought about revolution.
		Identify military battles, campaigns, and turning points of significant wars and national times of crisis.
		Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
		Explain what a treaty is, the purpose of a treaty, and how significant treaties were established, undertaking an inquiry to examine the extent to which treaty promises have been met by parties to the treaties, and why the fulfillment of treaty obligations is important for all parties.
	Understand the people and events associated with the drafting and signing of these nations' ruling documents (e.g. Constitutions) the document's significance, including the key political concepts it embodies, the origins of those concepts.	
	<p>Analyze the historic and contemporary relationship of people to land in Nicaragua, USA and other countries.</p>	Distinguish between physical and political maps and investigate the application of mapping and data management (i.e., geographic information systems) technology.
		Differentiate between Nicaragua, Americas and other countries various geopolitical constructs, including a country, a state, and a county.
		Outline the predominant physical features of the regions in Nicaragua, and other North/Central American countries (e.g., vegetation zones, resources, mountain ranges, bodies of water, and principal landforms).
		Undertake an inquiry investigating the relationship between countries physical geographic features and the population distribution.
Investigate reasons for western expansion of the North American continent, and the consequences of the expansion.		
Sharing the Planet	<p>Explain the importance of sustainable management of the environment to the future.</p>	<b>Resources and Wealth (RW)</b>
		Differentiate between renewable resources (e.g., forests, fish, water) and nonrenewable resources (e.g., oil, minerals).
		Create an inventory of current non-sustainable practices (e.g., presence of plastics, packaging, dumping of waste into river systems).
		List the possible consequences of non-sustainable practices related to the use of resources (e.g., lack of resources for future generations, endangered species, climate change).
		Taking one resource as an example, illustrate how resource use and the extraction process of the resource affects the environment (e.g., forests, oil, coal, uranium, potash).
Give examples of policies and actions that contribute to sustainability (e.g., water conservation, informed decisions by consumers, reusing materials).		