

ISD Social Studies Scope and Sequence

Spring 2005

Unit Name: The Constitution

Grade / Big Idea: 5th Grade / Big Idea #3 (America Began with New Ideas)

Time Frame: 4 weeks

Standards/Desired Results

State Standards (Benchmarks from Framework)

H1.1.1a Group personal, local, state, and national events in terms of past, present, and future, and place in proper sequence on a timeline.

H1.1.1b Identify and analyze relationships between historical events

US1.2.1 Describe and compare patterns of life over time in the following historical periods:

Revolution and Constitution (1754-1789)

C1.1.1b Identify and describe the essential characteristics of the Constitution

C1.2.1a Identify key democratic ideals of U.S. government

C1.2.1b Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal

C1.3.1a Identify examples of rights and responsibilities of citizenship

C2.1.1a Identify the people and entities who make, apply, and enforce rules and laws

C2.2.1 Explain the purpose of rules and laws

C2.3.1a Explain what government is and what governments do

C3.1.1a Explain what a nation is and how the world is divided into many nations

C3.2.1a Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations

C4.1.1a Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others

C4.2.1a Participate in civic discussion pertaining to public issues at school and in the local community

C4.2.1b Explain the important characteristics of U.S. citizenship

Main Understandings:

Compromises were made in order for all 13 colonies to agree to the Constitution.

Power is shared between the federal and state governments.

Power is divided among the three branches of government: Executive, legislative, and judicial.

Government gets its power from the people.

The Bill of Rights is the first ten amendments to the Constitution which protect Americans' rights.

Essential Questions:

Why did colonial leaders decide to separate our government into branches?

Why do citizens need rights?

Why was the Bill of Rights needed?

Key Concepts and Vocabulary (students will know...)

Vocabulary: central government, ratified, compromises, separation of powers, checks and balances, amendments, executive, legislative, judicial, flexibility

Key Skills (students will be able to do...)

Identify key works; identify appropriate and varied sources; use basic search skills; use table of contents and indices as social studies reference materials.

Locate particular facts in social studies documents, identify the main idea.

Communicate own feelings and beliefs; listen to viewpoints on social studies issues.

Identify appropriate people to gain needed information, ask relevant questions, record answers.

Identify central issue; formulate appropriate questions.

Distinguish between fact and opinion; clarify point of view; identify main message and target audience.

Compare advantages and disadvantages, suggest solutions, decide appropriate course of action.

Investigate cause and effect relationships and their impact on people, environments, and economic systems.

Assessments/Evidence of Learning

State Evidences of Learning for the Above Standards

- Identify the key values and principles of the Constitution--individual human dignity, liberty, justice, equality, and the rule of law and applies these values and principles to specific situations.
- Examine how well the national government and our Constitution has protected individual rights and promoted the common good both then and now.
- **Analyze the significance of the Bill of Rights both then and now.**
- Examine how the three branches of check and balance each other.
Explain the role of citizen in American democracy.

State Assessment Tools (1 Civics CBA is required during 5th Grade)

- [You Decide](#)
- [Causes of Conflicts](#)
- [Whose Rules?](#)

ISD Formative and Summative Assessments (suggested)

Learning Activities and Resources

Learning Activities

Develop a class Bill of Rights

Core Resources

Teacher Curriculum Institute (TCI) – *History Alive! America's Past*

Web and Other Resources

[History Alive! America's Past](#) online resources

[Website Resources – Lester Aug 2006](#) (temporary posting – awaiting teacher leader approval)

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Differentiated Resources