

Social Studies

Syllabus: Grade 5

Description

This course is designed to help 5th graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards

Standards 10-12: Economic Standards

Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

Social Studies Resources & Materials

Books: Micronesia Through the Century

Class Rules:

- Arrive on time, prepared, and ready to learn
- Respect yourself and others
- Make friends and be thoughtful
- Take turns speaking and listening
- Say Please and Thank you
- Try your best!

Computation of Letter Grade:

90%-100%	-----	A
80%-89%	-----	B
70%-79%	-----	C
65%-69%	-----	D
0%-64%	-----	F

Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

Methods of Evaluation

Quarterly grade for Grade 1 to 8 is based on:

A. 85% = Class Average

* Class Average = 70% Test + 30% Other
Components such as quizzes, group works,
classwork, homework, self-assessments,

experiments/demonstrations/research/project

B. 15% = Quarter Exam.

Grade 5

First Quarter

- Describe and locate major regions (e.g., Eastern Carolines , Western Carolines), countries, and cities within Micronesia. **(Geography)**
- Interpret geographical information from graphs and charts (e.g., about rainfall, population, temperature) to build deeper understanding of countries within Micronesia. **(Geography)**
- Describe the physical characteristics (e.g., soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. **(Geography)**
- Describe how climate influences patterns on Earth's surface (e.g., elevation, latitude, nearby ocean currents). **(Geography)**
- Identify and explain multiple causes and effects when examining historical events. **(History)**
- Predict how historical events might have turned out differently in Palau if specific individuals or groups had chosen different courses of action. **(History)**
- Explain how rule of law protects individual rights and the common good of citizens in Palau, and compare that with other countries in Micronesia. **(Civics & Government)**
- Describe significant periods for the development of Palau's political ideas and traditions as basis of the present political system (e.g., Palau's choice to be an independent republic rather than a U.S. territory or part of the FSM, Compact Referendum). **(Civics & Government)**
- Describe the basic principles of supply and demand and how competition can affect the prices of goods and services (e.g., when buyers compete, it results in higher prices; when sellers compete, it results in lower prices). **(Economics)**
- Define measures of economic activity (prices, employment, output) and use them to compare the health of Palau's economy with other countries in Micronesia. **(Economics)**

Second Quarter

- Describe and locate major regions (e.g., Eastern Carolines, Western Carolines), countries, and cities within Micronesia. **(Geography)**
- Describe the physical characteristics (e.g., soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. **(Geography)**
- Describe traditional Pacific navigation methods and their role in facilitating early Pacific exploration, cultural exchange, and trade among island communities in Micronesia. **(History)**
- Examine modern sources of political conflict in Palau and Micronesia (e.g., disputes over land rights, naturalization of adopted children, traditional title disputes) and different ways citizens can engage to resolve the conflicts (e.g., courts, mediation, special referendum). **(Civics & Government)**
- Define measures of economic activity (prices, employment, output) and use them to compare the health of Palau's economy with other countries in Micronesia. **(Economics)**
- Examine what government must consider when making decisions about what public goods to provide (e.g., shared consumption: products that can be used simultaneously by many people without reducing the amount of product available for individuals; non-exclusion: use of product cannot be restricted; limited budgets; budget deficits; tax revenue). **(Economics)**

Third Quarter

- Describe areas of dense human settlement in Micronesia and the reasons why they are densely populated (e.g., Ebey and Guam near military bases, Koror and Saipan due to tourism, Kolonia and Colonia government centers). **(Geography)**
- Describe geographic factors that have influenced people and events in the history of Micronesia (e.g., Truk lagoon and its role in WWII, nuclear and missile defense testing in the Marshalls, Kolonia as center of Spanish administration). **(Geography)**
- Explain patterns of change and continuity in the historical succession of related events in Micronesia. **(History)**
- Compare and contrast the contributions of various leaders in Micronesia during the Spanish and German colonial administrations. **(History)**
- Describe significant periods for the development of Palau's political ideas and traditions as basis of the present political system (e.g., Palau's choice to be an independent republic rather than a U.S. territory or part of the FSM, Compact Referendum). **(Civics & Government)**
- Explain the importance of voluntarism and identify the community services provided by charitable, religious, and other civic groups (e.g., health, child, elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter). **(Civics & Government)**
- Recognize that all decisions involve opportunity cost and that opportunity cost is subjective and differs across individuals and societies. **(Economics)**
- Define wages, and explain how wages are determined by the supply of and demand for workers, as well as individual productivity, education, training, and skills. **(Economics)**

Fourth Quarter

- Describe the physical characteristics (e.g., soil, vegetation, climate, topography) of different islands (volcanic, coral, and limestone) in Micronesia. **(Geography)**
- Describe areas of dense human settlement in Micronesia and the reasons why they are densely populated (e.g., Ebey and Guam near military bases, Koror and Saipan due to tourism, Kolonia and Colonia government centers). **(Geography)**
- Explain patterns of change and continuity in the historical succession of related events in Micronesia. **(History)**
- Examine the biological and cultural processes that shaped the earliest human communities in the Pacific region (e.g., daily life of individuals and communities in early hunter-gatherer populations in Australia; major anthropological discoveries, their locations, and their discoverers). **(History)**
- Describe the organization and function of Palau's national ministries and agencies (e.g., ministry of health, education, justice), and compare them with other governments in Micronesia. **(Civics & Government)**
- Explain the importance of voluntarism and identify the community services provided by charitable, religious, and other civic groups (e.g., health, child, elderly care; disaster relief; counseling; tutoring; basic needs such as food, clothing, shelter). **(Civics & Government)**
- Identify and describe the functions of economic institutions (e.g., banks, labor unions, corporations, nonprofit institutions). **(Economics)**