



Neenah Joint School District Objective List

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Course Title: Social Studies

Grade Level: 5

Course Number: 195

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Note: To view the related Wisconsin Performance Standard(s), suggested assessment approaches (performance assessments noted with *), or cross-content teaching activities for any objectives below, click on the appropriate check mark.

Objective Number	Objectives	Related Standards	Assessments	Cross-Content Activity
1	Use a variety of geographic representations (political, physical, and topographical maps, globes, email photographs, satellite images) to gather and summarize data about an assigned location.		<input checked="" type="checkbox"/>	
2	Demonstrate the use of cardinal directions, hemispheres, latitude and longitude, scale, and legends.		<input checked="" type="checkbox"/>	
3	Use an atlas to estimate distance, calculate scale, and identify patterns of climate and land use.		<input checked="" type="checkbox"/>	
4	Name all fifty states on a blank United States map.		<input checked="" type="checkbox"/>	
5	Construct world and national maps from memory, representing key site locations, directions, sizes, and shapes of the countries or states depicted.		<input checked="" type="checkbox"/>	
6	Using a variety of resources such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, create a picture of a period in history.		<input checked="" type="checkbox"/>	
7	Evaluate the helpfulness and credibility of the sources named in objective 6 in describing their period in history.		<input checked="" type="checkbox"/>	
8	Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians.		<input checked="" type="checkbox"/>	
9	Compose an overview of the prehistory and early history of North America giving evidence that there were various sophisticated cultures here prior to European contact.		<input checked="" type="checkbox"/>	
10	Identify the earliest explorers of America and their countries of origin.		<input checked="" type="checkbox"/>	
11	Describe the true account of Christopher Columbus's explorations in the New World.		<input checked="" type="checkbox"/>	
12	Explain how exploring became a contest among the nations of Europe as they competed for trade and territory.		<input checked="" type="checkbox"/>	
13	Describe the most famous explorers' accomplishments.		<input checked="" type="checkbox"/>	

14	Compare the uses made of natural resources by the early Indians and Europeans with the uses by people today.		<input checked="" type="checkbox"/>	
15	Compare the motives that drove people to explore the New World with those of people exploring unknown areas of the earth and space today.		<input checked="" type="checkbox"/>	
16	Put in a sequence the main events in Spanish Colony development in America.		<input checked="" type="checkbox"/>	
17	Explain how people were divided by social class in the early Spanish settlements.		<input checked="" type="checkbox"/>	
18	Name the English Colonies and explain why each was formed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Identify similarities and differences among the different groups of settlers in North America.		<input checked="" type="checkbox"/>	
20	Describe the conditions that caused some people to come to North America against their will.		<input checked="" type="checkbox"/>	
21	Describe the relationship among all the countries involved in slave trading.		<input checked="" type="checkbox"/>	
22	Identify the sources of conflict between the settlers and the Native Americans and describe how these led to later problems as the settlers moved west.		<input checked="" type="checkbox"/>	
23	Describe the good and bad effects of people, products and ideas coming to the New World.		<input checked="" type="checkbox"/>	
24	Identify the major historical figures, discoveries in science and technology, and social changes during the colonial era.		<input checked="" type="checkbox"/>	
25	As the colonies developed, describe corresponding changes in government, economics, and religion.		<input checked="" type="checkbox"/>	
26	Relate the growth of settlements to the structure of government used.		<input checked="" type="checkbox"/>	
27	Trace the development of self-government in the Colonies.		<input checked="" type="checkbox"/>	
28	Describe the key differences between the French and the British which led to the French and Indian War.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
29	Analyze the taxation issue from the colonists' and the English perspectives.		<input checked="" type="checkbox"/>	
30	Choose either the colonists' or the British view of taxation and make a case justifying this position.		<input checked="" type="checkbox"/>	
31	Describe other grievances the colonists had against England.		<input checked="" type="checkbox"/>	
32	Sequence the main events leading up to the Revolutionary War.		<input checked="" type="checkbox"/>	
33	Describe the most commonly held causes of the Revolutionary War.		<input checked="" type="checkbox"/>	
34	List the advantages and disadvantages the colonists had in their struggle to free themselves from England.		<input checked="" type="checkbox"/>	
35	Compare a scenario describing our social and political life based on the premise that the British were victorious in the Revolutionary War.		<input checked="" type="checkbox"/>	
36	Describe examples other than the U.S. and England, of two countries, at one time at war with one another, became friendly or allied.		<input checked="" type="checkbox"/>	
37	Conjecture about the attitude American patriots had, after the Revolution, toward people who remained loyal to England.		<input checked="" type="checkbox"/>	

38	Give examples of facts and fiction about the life and accomplishments of George Washington.		<input checked="" type="checkbox"/>	
39	Compare the American Revolution to revolutionary or separatist movements in the world today (Quebec in Canada; Basques of Spain; Chechnya in Russia) in terms of their morality and legality.		<input checked="" type="checkbox"/>	
40	Make predictions about what the effects would be if one of the states voted to become an independent country.		<input checked="" type="checkbox"/>	
41	Identify and compare the functions of local, state, and federal governments in terms of scope of authority and sensitivity to influence by citizens.		<input checked="" type="checkbox"/>	
42	Describe the role of the three branches of the federal government.		<input checked="" type="checkbox"/>	
43	Give examples of how the "checks and balances" system works among the three branches of government.		<input checked="" type="checkbox"/>	
44	Explain how the first ten amendments to the Constitution, known as the Bill of Rights, protect individual freedoms.		<input checked="" type="checkbox"/>	
45	Give examples of discontent among the peoples when the laws to whom they apply are unfair.		<input checked="" type="checkbox"/>	
46	Explain how the Constitution and the Bill of Rights apply to you today.		<input checked="" type="checkbox"/>	

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