



The 5th grade course in the Social Studies Recommended Curriculum has a **Grade 4-5 benchmarks** broad chronological scope. This is not to imply that **targeted for instruction in Grade 5** instruction in Delaware and American history

Civics 2a	Economics 4a
Civics 3a	Geography 2a
Civics 3b	Geography 3a
Economics 1a	History 2a
Economics 1b	History 3a
Economics 2a	History 4a

A student should know historical chronology in such a way as to be able to place people, laws, and events.

For example, since 1609 there was the American Revolution, writing of the Constitution, the settlement of the West and immigration to America, the rise of industrialization and urbanization, and increasing technological change. Without knowing the exact years for an event, a student should still be able to place all events within a chronology in their approximate place. In other words, students should know the major events and their approximate time.

An organized mental framework of events, people, trends, and other historical phenomena is essential to understanding, evaluating, and constructing historical interpretations. Such a framework allows us to draw logical inferences concerning the continuing impact of the past on the present. Individual periods, regions, or events should not be studied in isolation but rather in comparison to one another. Nor should the broad sweep of events or an emphasis on leaders, great works, and pivotal events obscure the importance of seeking to understand the everyday life of ordinary people in other times and places.

Essential Question

How can thinking like a historian help us draw credible conclusions?

Benchmarks

History 3a, History 4a

Content

Civil War and Reconstruction

Model Unit

[History 3a - Dueling Documents](#)

Essential Question

How have advances in technology affected our lives?

Benchmarks

Economics 1ab, History 4a

This course outline is a collaborative project between the Delaware Department of Education, the Social Studies Coalition of Delaware, the Democracy Project, the Delaware Center for Teacher Education, the Delaware Geographic Alliance, and the Center for Economic Education and Entrepreneurship at the University of Delaware.



Content

Industrial Revolution (after 1865)

Essential Question

How can historical sources help us understand Americans and their experiences?

Benchmarks

Geography 3a, History 2a, History 4a

Content

Western Expansion and Immigration (after 1865)

Essential Question

How have humans altered and been affected by the physical environment?

Benchmark

Geography 2a

Content

Human impact on the Chesapeake Bay

Essential Question

How can thinking like an economist help us solve real-world problems?

Benchmarks

Economics 2a, Economics 4a

Content

Role of banks in a community,

Model Units *in production*

[Economics 2a - Reasons for Banks](#)

[Economics 4a – International Trade](#)

Essential Question

What does it take to be a good citizen in a democracy?

Benchmark

Civics 2a, Civics 3ab, Civics 4a, History 4a

Content

1950s and 1960s Civil Rights Movement

Model Units

[Civics 4a – Delaware’s Mock Election](#)

(delivered in even-numbered election years)

[Civics 3ab - Bill of Rights](#)

[Civics 2a – Due Process](#)