



Academia Santa Rosa de Lima
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Syllabus for the 5th Grade Social Studies

Social Studies for the 5th Grade

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Office Hours: Appointment required. Please contact the administration.

I. Introduction and Course Description

- The 5th grade Social Studies course incorporates a series of essential elements for the effective teaching of the social studies. The learner is the center of the learning process, and is considered an active entity, participatory, and at the same time reflective. Various topics will be studied such as: The geography of the Americas, the geographical regions and cultural cultures of America, The great American civilizations, European explorations, The discovery of America, The American conquest and colonization, among others; promoting through these the development of critical thinking and integrating the use of technology to help the student understand the basic concepts and principles studied in class.

II. Course Objectives

- During the Social Studies course students will achieve:
- Study geography to understand the relief and landscape of the Americas.
- Know the territories and geographical limits of the Americas.
- Identify and locate the geographic regions of the Americas.
- Know and establish differences between the cultural regions of the Americas.
- Identify indigenous groups established in America prior to discovery.
- Know and compare the great American civilizations.
- Analyze past problems and their repercussions in today's world.
- Assess the political, economic, social, and cultural consequences of explorations and American conquests.
- Understand various aspects of the conquest and colonization of Spain, Portugal, France, Holland, and England in America.
- Examine the events, people, and countries in the historical process of the Americas.
- Know and analyze the problems and challenges facing America today.

III. Standards and Strategies

- The 5th grade Social Studies course follows the Puerto Rican education standards for Social Studies and follows the humanistic, multiple intelligence, and critical thinking strategies.

IV. Reasonable accommodations

- All reasonable accommodations made for the needs of a student will be made according to the American with Disabilities Act (ADA).

V. Cellphone and Smart Devices Policy

- Students are **not** allowed to use cellphones or other similar types of smart devices during class, unless it is previously agreed upon and approved by the school's administration.

- At the start of each school day, once the students are settled inside their homeroom, all students must place their phones and smart devices inside the provided space for said devices. Once the devices are inside the designated space students are not allowed to retrieve them without the supervision of their teacher.
- At the end of the school day, students must retrieve their phones and smart devices before going home.

VI. Computer Policy

- Computers are considered a crucial part of the students’ day-to-day classroom environment. This is why students must always bring their computers to school and they must always have enough battery life to power through the school day.
- Please keep in mind that classrooms do not possess enough outlets to charge all the students’ computers and so it is imperative that students keep a close eye on their computers’ battery life. If a student misses the day’s work because of a lack of battery on their computer, it will be considered as a lack of management skills and therefore the responsibility of making up said missed work will fall on the student.

VII. Plagiarism

- Plagiarism is the act of presenting words or ideas that belong to another person as if they were your own. This act is a violation of the Honor Code.
- Things that constitute an act of plagiarism include but are not limited to: 1. Using words or ideas from an internet source without proper permission; 2. Using the work of another student (i.e. copying a student’s homework or project); 3. Allowing parents, teachers, other students, paid tutors and paid ghostwriters to excessively edit and write the student’s assignments; 4. The use of AI engines such as ChatGPT, Open AI, etc. to generate answers or entire blocks of text.
- The teacher will evaluate plagiarism acts and apply disciplinary actions according to the gravity of the fault. Disciplinary actions include points deduction, automatic failure of the assignment, and/or an official write up (aka deficiency warning).

VIII. Evaluation Methods

- The following are the methods to be used throughout the school year to evaluate student progress. Please keep in mind that these methods are subject to change due to time constraints and/or the students’ needs.
- The assessment with the biggest weight (75%) is Exams.

Assessment	
Summative	Formative
Exams	Q&As
Short Tests	Journal Entries
Quizzes	Draw and Reflect
Oral Reports	Letters
Written Reports	The Monthly Log
Worksheets	---
Projects	---

IX. Content Outline

- Please keep in mind that the content outline is subject to change due to time constraints and/or the students' needs.

Units	Objectives	Assessments	Dates
Unit 0: Course Introduction	<ul style="list-style-type: none"> • Study geography to understand relief and landscape of the Americas. • Study history to learn about events, processes, and the development of the individual and collective life of American societies. 	<ul style="list-style-type: none"> • Exam • Worksheets 	August
Unit 1: The Americas and Its Geography	<ul style="list-style-type: none"> • Identify the most important features of the American landscape and its topography • Recognize the importance of the natural resources of the Americas in the lives of its inhabitants 	<ul style="list-style-type: none"> • Exam • Project • Worksheets 	August-September
Unit 2: The American World Before the Conquest	<ul style="list-style-type: none"> • Recognize and understand the important contributions made developed cultures of Mesoamerica. • Identify various human groups who inhabited the Americas before 1492. • Distinguish the pre-Columbian American societies according to their cultural development. • Recognize and understand the important contributions made developed cultures of the Andes. 	<ul style="list-style-type: none"> • Exam • Quizzes • Worksheets 	October-November
Unit 3: The New World and the Iberians	<ul style="list-style-type: none"> • Know the situation in Europe before the colonization • Explain the reasons that took Europeans to explore conquer and colonize the lands of the 'New World'. • Recognize and estimate our historical relationship with other peoples of the world 	<ul style="list-style-type: none"> • Short Test • Exam • Project • Worksheets 	December

	<ul style="list-style-type: none"> • Explain the changes that occurred in America as a result of the arrival of the Europeans and Africans, describe the institutions established in America by the Europeans 		
<p>Unit 4: North America and the Other Europeans</p>	<ul style="list-style-type: none"> • Explain the process of conquest and colonization in the colonies under the British, French, Dutch and other European peoples in the Americas • Explain the changes that occurred in America as a result of the arrival of the Europeans and Africans • Explain the sociocultural, religious, political and economic elements that gave way to the geographic expansion from Europe to North America during the XVI and XVII centuries and the establishment of the thirteen colonies. • Identify the actions that enabled the development of non-Peninsular American colonies. • Analyze the causes and effects of the U.S. War of Independence • Assess how the following documents strengthened democracy in the United States of America: Declaration of Independence, Articles of Confederation and the Constitution • Value the importance that the study of the past has in understanding the present. 	<ul style="list-style-type: none"> • Exam • Short Test • Worksheets • Project 	<p>January-February</p>
<p>Unit 5: From Colony to Independence (1493-1825)</p>	<ul style="list-style-type: none"> • Define the concepts of conquest and colonial system. 	<ul style="list-style-type: none"> • Written Report 	<p>March-April</p>

	<ul style="list-style-type: none"> • Understand the model of conquest in the West Indies and America. • Analyze the importance of religion in the conquest and colonization. • Assess the social and political changes that give origins to America. • Appreciate the influence and the indigenous permanence in artistic creations of the Colonial Era • Define the concepts of racism and ethnocentrism • Understand the causes and effects of racial mixing • Admire the influence of the creation of the Declaration of the rights of man and the citizen in 1793 • Analyze the causes and consequences of the independence movements of American colonies established by European metropolis. 	<ul style="list-style-type: none"> • Worksheets • Exam • Project • Oral Report 	
Unit 6: Separate but Together Towards the Future	<ul style="list-style-type: none"> • Identify the economical, developmental and political elements of the United States. • Incorporate Canada as a North American Country • Identify the great political and social changes of Latin America. 	<ul style="list-style-type: none"> • Exam • Worksheets 	May

X. Didactic Materials

- Module: Edusystem Digital Platform
- Educational links
- Technology equipment

XI. Course Requirements

- Know the criteria and the evaluation process on which your academic assignment will be graded.
- Bring the required materials for the course every day.

- Attend the Academy regularly and punctually.
- Attend the complete and clean school uniform according to the student handbook.
- Bring written excuses when absent.
- Perform your academic tasks responsibly.
- Make up assignments and assessments that are covered in class, when absent.
- Keep the classroom clean and your work area organized.
- Take care of classroom materials and equipment.
- Use appropriate and respectful vocabulary.
- Bring notices, permits or other material signed by your parent and / or guardian (forged signatures prohibited).
- Respect your classmates and your teacher to keep a calm and productive atmosphere in the classroom.

XII. Parental Proof of Agreement

I, _____, father, mother, or guardian of _____, 5th grade student certify that I have read the Academic Handbooks of the Santa Rosa de Lima Academy for the course of Social Studies, corresponding to the 2023-2024 school year and I agree to make sure that my child follows through with their responsibilities.

Signature of father, mother and / or guardian: _____.

Student's signature: _____

Date: ____ / ____ / 2023

Note: Please sign this agreement and return it to the Social Studies teacher during the first week of school.