

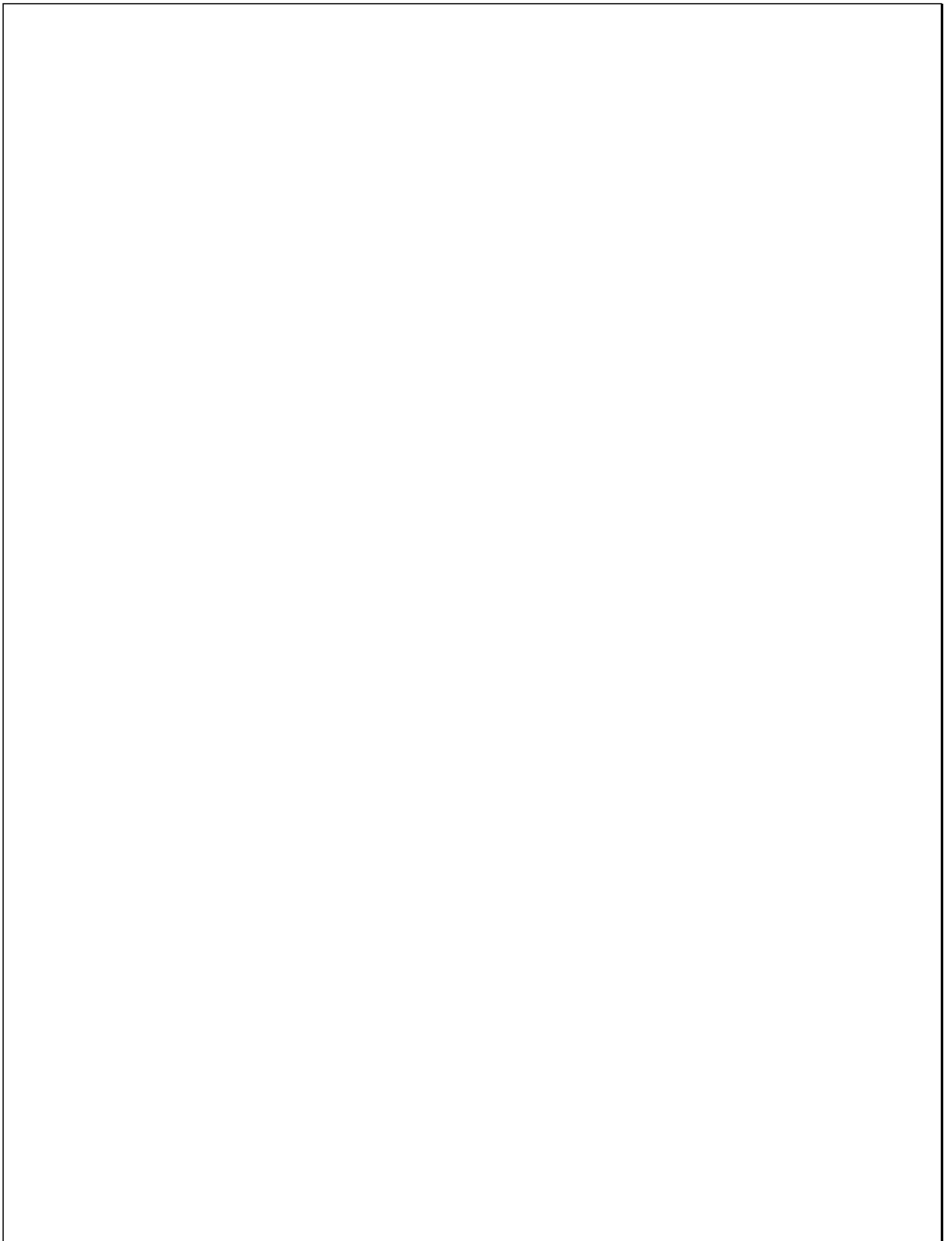


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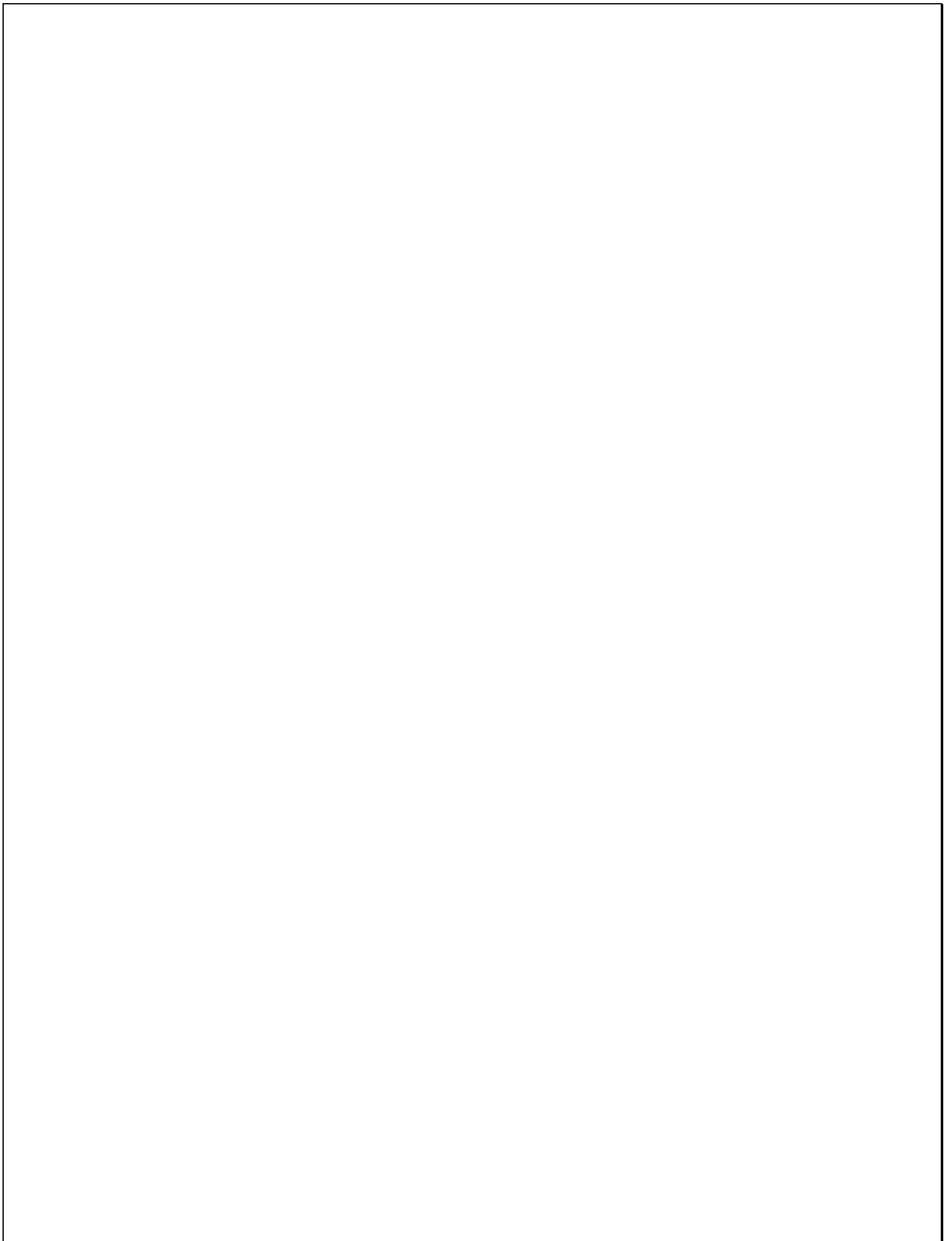
Course Overview

# Social Studies 5



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## Breakdown of Units

The Social Studies 5 course consists of seven units. Each unit is composed of lessons, each of which includes a presentation divided into sections that develop the subject matter that will be studied. Each lesson also includes worksheets and generally includes video and internet links.

Below, is an itemization of the division of each unit in lessons, including a detailed description of the general objectives and the name of each lesson with its corresponding objectives, concepts, and skills.

### Unit 0. Course Introduction

At the end of this unit the student will complete the objectives that comprise the following lessons:

#### Lesson 1. Course Introduction

**Code:** C509G05U00L01

##### Objectives

- Study geography to understand the relief and the landscapes of the Americas.
- Study history to know the events, processes, and development of the individual and collective life of American societies.

##### Concepts

- astronomy
- cartography
- continents
- geography
- history
- human geography
- physical geography
- radar
- science
- sonar

## **Unit 1. The Americas and Its Geography**

At the end of this unit the student will complete the objectives that comprise the following lessons:

### **Lesson 0. The Americas and Its Geography (Unit documents)**

**Code:** C509G04U01L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

### **Lesson 1. Our American Land I**

**Code:** C509G05U01L01

#### **Objectives**

- Identify the most important features of the American landscape and its topography.

#### **Concepts**

- fold
- glacier
- mist
- mountainside
- perennial
- rainforest
- salt mine
- thaw weather
- Tierra Firme

### **Lesson 2. Our American Land II**

**Code:** C509G05U01L02

#### **Objective:**

- Identify the most important features of the American landscape and its topography.

#### **Concepts**

- coast
- lighthouse

### **Lesson 3. Water Bodies of America**

**Code:** C509G05U01L03

#### **Objectives**

- Identify the most important features of the American landscape and its topography

#### **Concepts**

- aquifer
- craters
- drinking

- drought
- fuel
- springs
- sunk wells
- thermal baths

#### **Lesson 4. The Americas and Its Renewable Resources**

**Code:** C509G05U01L04

##### **Objectives**

- Recognize the importance of the natural resources of the Americas in the lives of its inhabitants.

##### **Concepts**

- desertification
- domestic
- inhale
- mammals
- mollusks
- organic material
- septic tanks
- species
- tubers
- UV

#### **Lesson 5. The Americas and Its Non-Renewable Resources**

**Code:** C509G05U01L05

##### **Objective**

- Recognize the importance of the natural resources of the Americas in the lives of its inhabitants.

##### **Concepts**

- emporium
- mine
- mineral resources
- smelt

#### **Lesson 6. American Flora and Fauna**

**Code:** C509G05U01L06

##### **Objectives**

- Recognize the importance of the natural resources of the Americas in the lives of its inhabitants

##### **Concepts**

- botanical
- expedition
- explorer

- fauna
- Mesoamerican
- myth
- python
- swarm
- taboo
- zoological

## **Lesson 7. American Population**

**Code:** C509G05U01L07

### **Objectives**

- Identify the most important features of America's landscape and topography.
- Recognize the importance of the natural resources of the Americas in the lives of its inhabitants.

### **Concepts**

- american population
- africans
- conquerors
- indians
- outdoor



## **Unit 2. The American World Before the Conquest**

At the end of this unit the student will complete the objectives that comprise the following lessons:

### **Lesson 0. The American World Before the Conquest (Unit documents)**

**Code:** C509G04U02L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

### **Lesson 1. Developed Cultures: Mesoamerica**

**Code:** C509G05U02L01

#### **Objectives**

- Identify various human groups who inhabited the Americas before 1492.
- Know the indigenous cultures that inhabited and developed in Mesoamerica (Central America).
- Distinguish the pre-Columbian American societies according to their cultural development.
- Recognize and understand the important contributions made developed cultures of Mesoamerica.
- Distinguish the elements of Native American cultures that have influenced Puerto Rican culture.

#### **Concepts**

- anthropology
- Chichimec
- goldsmiths
- Maya
- monumental
- Nahuatl
- rubber
- weather

### **Lesson 2. Developed Cultures: The Aztecs**

**Code:** C509G05U02L02

#### **Objectives:**

- Identify various human groups who inhabited the Americas before 1492.
- Know the indigenous cultures that inhabited and developed in Mesoamerica (Central America).
- Distinguish the pre-Columbian American societies according to their cultural development.
- Recognize and understand the important contributions made developed cultures of Mesoamerica.
- Distinguish the elements of Native American cultures that have influenced Puerto Rican culture.

**Concepts:**

- aztec
- chichimec
- nahuatl
- rubber

**Lesson 3. Developed Cultures: The Andes**

**Code:** C509G05U02L03

**Objectives**

- Identify various human groups who inhabited the Americas before 1492.
- Know the indigenous cultures that inhabited and developed in the Andes (South America).
- Distinguish the pre-Columbian American societies according to their cultural development.
- Recognize and understand the important contributions made developed cultures of the Andes.
- Distinguish the elements of Native American cultures that have influenced Puerto Rican culture.

**Concepts**

- clan
- gravity
- obelisks
- persuasion
- rational

**Lesson 4. Development of Pre- Hispanic Cultures**

**Code:** C509G05U02L04

**Objectives**

- Identify various human groups who inhabited the Americas before 1492.
- Knowing indigenous cultures in development that populated North America and South America.
- Distinguish pre-Hispanic American societies according to their cultural development.
- Recognize and understand the important contributions made by indigenous cultures in American development process.
- Distinguish elements of Native American cultures that have influenced Puerto Rican culture.

**Concepts**

- barter
- Chibcha

- Mapundungun
- mica
- nucleated
- obsidian
- sedentary

### **Unit 3. The New World and the Iberians**

At the end of this unit the student will complete the objectives that comprise the following lessons:

#### **Lesson 0. The New World and the Iberians (Unit documents)**

**Code:** C509G04U03L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

#### **Lesson 1. Encounter with the Indies**

**Code:** C509G05U03L01

##### **Objectives**

- Know the situation in Europe before the Discovery.
- 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.

##### **Concepts**

- admiral
- Bubonic Plague
- Castilian
- compass
- decline
- famine
- Far East
- homage
- palisade
- pasta
- run aground
- saffron
- stronghold
- vassalage

#### **Lesson 2. Encounter with the Indies: The Conquest**

**Code:** C509G05U03L02

##### **Objectives**

- Learn about the situation in Europe before the Discovery.
- 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.

##### **Concepts**

- Antilles

- cacique
- Caribe
- conquest
- Santo Domingo

### **Lesson 3. Iberian People in the 15th Century**

**Code:** C509G05U03L03

#### **Objectives**

- Explain the reasons the Europeans had in order to explore, conquer and colonize the lands of the “New World”.
- 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.
- Recognize and assess our historical relationship with other peoples of the world.

#### **Concepts**

- concessions
- division
- evangelism
- protestant
- repositories
- stubborn

### **Lesson 4. Spanish Institutions and their Consequences for America**

**Code:** C509G05U03L04

#### **Objectives**

- 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.
- Recognize and assess our historical relationship with other peoples of the world.

#### **Concepts**

- aldermen
- Council of Indies
- decrees
- miscegenation
- settlements
- trustees

### **Lesson 5. The Colonization of Brazil**

**Code:** C509G05U03L05

#### **Objectives:**

- Explain the reasons the Europeans had in order to explore, conquer and colonize the lands of the “New World”.
- 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.
- Recognize and assess our historical relationship with other peoples in the world.

**Concepts**

- bull
- Casa da Moeda (casa de moneda)
- leagues
- plantations

## **Unit 4. North America and the Other Europeans**

At the end of this unit the student will complete the objectives that comprise the following lessons:

### **Lesson 0. North America and the Other Europeans (Unit documents)**

**Code:** C509G04U04L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

### **Lesson1. The English Colonies in the New World**

**Code:** C509G05U04L01

#### **Objectives**

- Explain the process of conquest and colonization in the colonies under the English.
- 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.
- Value the importance that studying the past has in understanding the present.

#### **Concepts**

- autonomous
- bloody
- capital
- creeds
- epileptic seizures
- greed
- hostage
- pilgrims
- puritans
- set sail
- stepsister
- succeed(succession)
- theologian
- truce

### **Lesson 2. Other Colonizing Countries in America**

**Code:** C509G05U04L02

#### **Objectives**

- Explain the process of conquest and colonization in the colonies under the British, French, Dutch and other European peoples in the Americas.
- Identify actions that enabled the development of non-Peninsular American colonies.
- Value the importance that the study of the past has in understanding the present.

- Infer causes and effects.

#### **Concepts**

- alfalfa
- beaver
- enclave
- indigo
- Lutheran
- marten
- moose
- muskrat
- otter
- Quaker

### **Lesson 3. The Relationship Between England and Its Colonies**

**Code:** C509G05U04L03

#### **Objectives**

- Identify the actions that enabled the development of non-Peninsular American colonies.
- Describe how the geographic landscape has influence over day-to-day life and development of colonial societies in North America.
- Describe the characteristics of colonial living in North America.
- Value the importance that the study of the past has in understanding the present.
- Infer causes and effects.

#### **Concepts**

- abdicate
- absolute power
- adjudicated
- Boston Tea Party
- boycott
- civil war
- contraband
- *coup d'état*
- Glorious Revolution
- molasses
- overseas
- Parliament
- peace treaty
- restoration
- Stamp Act
- stealthily
- Sugar Act



- tar
- terrorist
- Tea Act
- Townshend Acts

#### **Lesson 4. The Road to Independence**

**Code:** C509G05U04L04

##### **Objectives:**

- Analyze the causes and effects of the U.S. War of Independence.
- Value the importance that the study of the past has in understanding the present.
- Infer causes and effects.

##### **Concepts:**

- Articles of Confederation
- confederacy
- confederation
- constitution
- Declaration of Independence
- Loyalists
- peace treaty
- rebels
- Tories

#### **Lesson 5. The Creation of the Federal Republic of the United States I**

**Code:** C509G05U04L05

##### **Objectives**

- Assess how the following documents strengthened democracy in the United States of America: Declaration of Independence, Articles of Confederation and the Constitution.
- Analyze the political, economic and social development of the United States during the studied period.
- Argue about the importance territorial growth had in developing the nation.
- Value the importance that the study of the past has in understanding the present.

##### **Concepts**

- anti-federalists
- Civil War
- Constitution
- federalists
- federal government,
- Federation of the United States
- government

- governor
- House of Representatives
- Manifest Destiny
- president
- senate
- Supreme Court
- Whiskey Rebellion

## **Lesson 6. The Creation of the Federal Republic of the United States II**

**Code:** C509G05U04L06

### **Objectives**

- Analyze the political, economic and social development of the United States during the studied period.
- Argue about the importance territorial growth had in developing the nation.
- Value the importance that the study of the past has in understanding the present.

### **Concepts**

- consistent
- ethics
- free states
- immigration
- Indian Removal Act
- intellectual property
- Missouri Compromise
- Monroe Doctrine
- moral
- premise
- relevance
- slaveholder
- slave states
- stipulate
- stratagem
- Treaty of Ghent

## **Unit 5. From Colony to Independence (1493-1825)**

At the end of this unit the student will complete the objectives that comprise the following lessons:

### **Lesson 0. From Colony to Independence (1493- 1825) (Unit documents)**

**Code:** C509G04U05L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

### **Lesson 1. The formation of the New Society**

**Code:** C509G05U05L01

#### **Objectives**

- Define the concepts of conquest and colonial system.
- Understand the model of conquest in the West Indies and America.
- Analyze the importance of religion in the conquest and colonization.
- Build conceptual maps on political organization and its hierarchical order.
- Investigate the influence of the artistic and aesthetic movements that influence the construction of churches and monasteries.
- Appreciate the influence and the indigenous permanence in artistic creations of the colonial era.
- Assess the social and political changes that give origins to America.

#### **Concepts**

- bishopric
- cabildo (concejo)
- checkerboard
- grid
- Governor
- viceroy

### **Lesson 2. The Colony's Organization**

**Code:** C509G05U05L02

#### **Objectives**

- Define the concepts of conquest and colonial system.
- Understand the model of conquest in the West Indies and America.
- Analyze the importance of religion in the conquest and colonization.
- Build conceptual maps on political organization and its hierarchical order.
- Investigate the influence of the artistic and aesthetic movements that give way to the construction of churches and monasteries.
- Appreciate the influence and the indigenous permanence in artistic creations of the Colonial Era.
- Assess the social and political changes that give origins to America.

#### **Concepts:**

- Audiencia
- casa de monedas (mint)

- catechize
- decree
- Laws of the Indies
- “oidor”
- sarsaparrilla
- vicerroy

### **Lesson 3. The Transformation of a World**

**Code:** C509G05U05L03

#### **Objectives**

- Define the concepts of racism and ethnocentrism.
- Understand the causes and effects of racial mixing.
- Describe the social and economic ordering of the colonies.
- Organize the knowledge acquired through provided outlines and graphic organizers in activities
- Inquire about the Bourbon power.
- Mold a sense of brotherhood and respect for different races.
- Admire the influence of the creation of the Declaration of the rights of man and the citizen in 1793
- Value the social and political changes that help create and develop America.

#### **Concepts**

- Alans
- Barbarian
- Carthaginian
- Celts
- census
- compatriot
- dispute
- filibusters
- Iberians
- mercantile
- mita
- monopoly
- Moorish
- regime
- Vandals
- Visigoth

### **Lesson 4. I Want to Separate Because of Loyalty for the King**

**Code:** C509G05U05L04

#### **Objectives**

- Analyze the causes and consequences of the independence movements of American colonies established by European metropolis.
- Show interest for the work done by revolution leaders that excelled in the independence wars.

**Concepts**

- allocution
- enraged
- factions
- Gran Colombia
- Querétaro

## **Unit 6. Separate but Together Towards the Future**

At the end of this unit the student will complete the objectives that comprise the following lessons:

### **Lesson 0. Separate but Together Towards the Future (Unit documents)**

**Code:** C509G04U06L00

**Documents:** How Do I Do It?; What Do the Documents Say?; What Have I Learned?

### **Lesson 1. Two Giants**

**Code:** C509G05U06L01

#### **Objectives**

- Identify the economical, developmental and political elements of the United States.
- Incorporate Canada as a North American Country

#### **Concepts**

- autonomous
- incubator
- Iran
- Iraq
- multiculturalism
- Philippines
- reservation
- San Lorenzo River
- Saudi Arabia

### **Lesson 2. In Search of a Nation**

**Code:** C509G05U06L02

#### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

#### **Concepts**

- barbarism
- creole
- dean
- elite
- ethnic group
- federation
- influx
- insert
- intellectual
- liberal
- Napoleon Bonaparte
- Napoleon III

- nation
- pamper
- popular leader
- unitary government
- Zapotec

### **Lesson 3. The Colonial World in Dispute**

**Code:** C509G05U06L03

#### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

#### **Concepts**

- battleship
- disastrous
- guano
- military dictatorship
- naval
- Nueces River
- Pan-American Union
- Valparaiso

### **Lesson 4. The United States and Latin America**

**Code:** C509G05U06L04

#### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

#### **Concepts**

- Guantanamo
- injustice
- Tehuantepec,
- United States Navy

### **Lesson 5. A Society in Movement**

**Code:** C509G05U06L05

#### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

#### **Concepts**

- accent
- meager
- opera
- samba

## **Lesson 6. Revolutions on American Soil**

**Code:** C509G05U06L06

### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

### **Concepts**

- Chiapas
- Coahuila
- Commandant Marcos
- impetuous
- nationalize
- Revolutionary Nationalist Movement
- staff (military)
- Victoriano Huerta
- women soldiers

## **Lesson 7. The Revolutions Continue**

**Code:** C509G05U06L07

### **Objectives**

- Identify the great political and social changes of Latin America.
- Respect the new institutions formed in America.

### **Concepts**

- Bolivarian
- communism
- corruption
- demagogue
- left wing
- Marxist
- middle left wing
- nationalize
- neoliberalism
- nuclear
- nuclear warhead
- pacification
- stunned
- third world country
- visionary

## **Lesson 8. Latin America and Its Environment**

**Code:** C509G05U06L08

### **Objectives**

- Identify the great political and social changes of Latin America.



- Establish consequences.

**Concepts**

- deforestation
- exuberance
- habitat
- natural resources
- reforestation