



Dominican International School
台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



COURSE SYLLABUS

School Year	2026-2027
Subject	GRADE 5 SOCIAL STUDIES
Grade Level	5
Teacher	Mr. Stephen Black
Email	sblack@dishs.tp.edu.tw

COURSE DESCRIPTION:

The Social Studies course is designed to create reflective and knowledgeable global citizens who have developed the following: research skills, social skills, communication skills, decision making skills, and citizenship skills. The overarching aim is to combine knowledge and skills as one and to identify situations where these are required to thrive. The students should be able to identify responses to the following questions; *“How can I cherish my society, how to explore and to encounter, how to find new environments and how to make a living in them, how to become independent, how to govern ourselves, how to handle conflict and resolution, how to analyze and respect both our own viewpoints and the points-of-view others hold, how to cope with change and how to handle responsibility and freedom.”* The content focus is on various key events and times in the history of the United States of America between 1860 and the 1960s, but where possible the events, concepts, and ideas discussed will be linked to the modern-day wider world in general, and Taiwan where possible. Lesson and page numbers correspond to the equivalent lessons and pages in the student textbook. However, please note that the textbook is merely one resource used to meet the course objectives; many supplementary resources are also used in order to provide students with the chance to delve more deeply into issues, and to think critically about a variety of social and historical issues.



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COURSE OBJECTIVES: By the end of the semester/school year, (SWAT) Students will be able to:

By the end of the school year, students should be able to;

- work as part of a team, carrying out the role assigned to and agreed by them.
- summarize key events, concepts, or ideas in historical texts
- link compromising with others in their own lives to the historical events learned about in the course
- appreciate that there are various reasons why some causes are worth fighting for, and relate this to their own lives and current world events
- acknowledge that issues like freedom mean different things to different people.
- understand the hardships and sacrifices faced by people during war.
- analyze historical uses of propaganda and 'fake news,' linking it to current world events.
- discover how new inventions can radically change peoples' lives both positively and negatively, and relate this to the impact of new inventions on their own lives.
- appreciate the element of risk involved in creating or running a business, as well as the effects business can have on our lives.
- conduct research and deliver a presentation to their peers to be constructively assessed by them.
- appreciate how great hardship can affect how people act and behave
- identify ways in which the U.S.A. gradually became a global power
- consider the responsibilities of power on the international stage

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Bennett, Linda. B & Kracht, James. B (2019). Social Studies - My World Interactive: Social Studies The Growth of Our Country. Boston: Savvas Learning

- Q1 Chapter 11: Industry & Immigration; Chapter 12: Struggle for Reform
- Q2 Chapter 13 Lesson 1: Good Times and Hardships - World War One
- Q3 Chapter 13: Lessons 2 & 3: The Roaring Twenties, The Great Depression, and The New Deal
- Q4 Chapter 15: Lessons 1 & 2 - A Divided World, and The Superpowers Compete



GRADING SYSTEM/ASSESSMENT:

Students will be assessed both formatively and summatively throughout the duration of the course. They will be assessed by the teacher on individual, pair, and group tasks. Guided by the teacher and rubrics, they are also expected to self-assess to highlight their own strengths and areas of development. They will be assessed on their knowledge and understanding of American history, and how this links to their own lives in a broader context. Ways in which this will be done include but are not limited to; reading comprehension tasks, conducting debates about an issue, illustrating and summarizing main ideas, individual and group research projects, role-play, online simulations, written quizzes, online Google Forms, recording of oral summaries of taught content or concepts, and so on. All assessments both formal and informal link to the Common Core Standards, the goal of which is to provide a consistent, clear understanding of what students are expected to learn. Other formative assessment techniques, for example "Fist to Five," will be used to ensure students develop their ability to reflect on their own learning.

ADDITIONAL INFORMATION:

Google Classroom must be checked regularly. All assignment details and instructions are posted weekly. Students are responsible for checking Google Classroom.

G5 Social Studies Class code: dbf2hxzx

Please note that **all** set assignments are expected to be completed on time (unless an extension has been agreed in advance with the teacher) to the best of one's ability. Students who cannot meet these expected standards, or do not routinely bring the required materials to class, may struggle to pass the course. Completing work on time allows students to reflect on and take pride in their work when given positive feedback, as well as to use the guidance given to work on their own areas for development. Students who have not turned the work in on time cannot benefit from such advice. As students always have *at least* 4 days to complete basic assignments, and at least two weeks to prepare and work on bigger projects, failure to turn work in on time without reasonable reason means the assessment grade will be capped at a maximum of 70%.



ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.



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First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 11 to 14) <u>4 days of class – Start Tues</u> 11-General Assembly at the Gym 14-Opening Mass	Getting to Know You and Course Expectations Activities – only two periods of Social Studies scheduled for week 1 of the school year.
Week 2 (August 17 to 21) 18-St. Dominic Feast Day Celebration 19- House Shirt & Blue Jeans Day 21- Club Orientation and Club Sign-up	Sources and Plagiarism Primary and Secondary Sources Avoiding Plagiarism, and Identifying Fake News
Week 3 (August 24 to 28) 26- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year" 28- First Club Meeting	Chapter 11: Industry and Immigration Lesson 1: Inventors and Inventions New Ways to Communicate & Travel p510-511 & p514-516 (Un)Famous Inventors Research Project
Week 4 (August 31 to Sep 4) 31- World Day of Prayer for the Care of Creation & VIP Election 4- House Ceremony	Chapter 11: Industry and Immigration Lesson 3: Immigration New Immigrants p528-529
Week 5 (September 7 to 11) 7- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 9- House Mini Games Start	Chapter 11: Industry and Immigration Reasons for Immigration p530 Gaining Entrance & A Rough Start p531
Week 6 (September 14 to 18) 15- Catholic Bridge Program for all New Students (After Assembly)	Chapter 11: Industry and Immigration Immigrants Make Contributions and That's Entertainment p532 & 538 Reaction Against Immigrants p534
Week 7 (September 21 to 25) <u>4 days of class – Nat Hol Fri</u> 21- International Day of Peace (During Assembly) Teacher's Day Celebration/Appreciation <u>22 to 24-Pre-Exam Days</u>	Chapter 12: Struggle for Reform Lesson 2: Unequal Opportunities for African Americans Jim Crow Laws and Segregation Limits Opportunities p560-561 African American Leaders (p563) & New Institutions (p564-565)
Week 8 <u>4 days of class – Nat Hol Mon</u> (Sept 29 to Oct 2) 29- Launching of the Month of the Holy Rosary (During Assembly) Oct. 1-2- Q1Exam (half day)	Whole Quarter Review & <u>QUARTER EXAM</u>
Oct 5 - DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)	



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Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>Oct 6-8 Teacher's Conference (no classes)</i>	
<i>Oct 9 Double Ten (no classes)</i>	
Week 1 (10) (October 12 to 16) 13- Mother Mary visit to Classrooms (During the morning prayer) 15- Gr. 5 Educational Field Trip*	Chapter 13: Good Times and Hardships Lesson 1: World War One Conflict in Europe & The War Begins in Europe p588-589 The M.A.I.N. Causes of WWI p588-589
Week 2 (11) (October 19 to 23) 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	Allied Power, Central Power, or neutral? The United States Enters the War p590
Week 3 (12) <u>4 days of class – Nat Hol Mon</u> (October 27 to 30)	The Zimmermann Telegram The <i>Lusitania</i> - The Blame Game
Week 4 (13) (November 2 to 6) 2- All Soul's Day Mass	Trench Warfare p591 New War Technologies p592
Week 5 (14) (November 9 to 13) 9-13- Health Week	Key Battles of WWI – Research and Presentation Preparation
Week 6 (15) (November 16 to 20) 20- Young Shakespeare Play Writing and Performing Contest	How Animals Contributed During WWI On the Home Front
Week 7 (16) (November 23 to 27) 23- Peace Pole Day (Assembly) 24-26- Pre-Exam Days 26- Thanksgiving Family Day 26- Thanksgiving Potluck & Christmas Tree lighting after school	The Versailles Treaty Costs of War p593-594
<i>Nov. 28 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)</i>	
Week 8 (17) (November 30 to Dec 4) 1-4- House Unity Dress up Week	Key Battles of WWI Presentations Quarter Review
Week 9 (18) (December 7 to 11) 8- Foundation Day Mass and Class Party (half day) 10 & 11 - Second Quarter Exam (half day)	QUARTER EXAM and Christmas Activities
<i>December 14 to January 4 Christmas & New Year Break</i>	



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Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<i>January 5- Record Day (No Classes for students)</i>	
Week 1 (19) <u>4 days of class – Nat Hol Mon</u> (January 5 to 8) 5- Third Quarter Begins 8- New Year Mass at 8:00	Chapter 13: Good Times and Hardships Lesson 2: The Roaring Twenties New Products and Improvements for Women p598-599
Week 2 (20) (January 11 to 15) 15- Club Orientation & Sign Up	Life on the Assembly Line p599 The Culture of the Roaring Twenties p600-601
Week 3 (21) (January 18 to 22) 18-22- Career Awareness Week	The Culture of the Roaring Twenties Poster Project p600-601
Week 4 (22) (January 25 to 29) 25-29- Catholic Week Activities, Feast Day of St. Thomas Aquinas (28)	Historical Figure Biography – Research and Written Report
Week 5 (23) <u>3 days of class – CNY starts Thurs</u> (February 1 to 3) 1- CNY Celebration Period 8	Chapter 13: Good Times and Hardships Lesson 3: The Great Depression Supply and Demand p607 Trouble for Farmers p607
<i>February 4 to 12 Chinese New Year (no classes)</i>	
Week 6 (24) (February 15 to 19) 19- House Valentine's Mini Fair	The Stock Market Crash p608 Buying on Credit p608
Week 7 (25) (February 22 to 26) 23-26- IOWA Assessments	The Great Depression Begins p609 The Depression Deepens p610
Week 8 (26) <u>4 days of class – Nat Hol Mon</u> (March 2 to 5) 5- Way of the Cross – Lower School 2-4- Pre-Exam Days	Surviving the Depression and the Dust Bowl p611-613
Week 9 (27) (March 8 to 12) 13 and 16 - Quarter 3 Exam (half day)	Quarter Review & QUARTER EXAM
Due to Q4 being short for Promoting Classes, G5 will instead write their Q3 Exams in Q3W9, and start teaching Q4 content in Q3W10.	
Week 10 (28) (March 15 to 19)	Chapter 15: The Cold War Lesson 1: A Divided World The Postwar World p690 The Marshall Plan p691-692



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Week 11 (29) <u>3 days of class – Easter Break starts Thurs</u> (March 22 to 24)	The United Nations p693 – Research and Presentation Preparation Communism and Capitalism p694
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Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
<u>3 days of class – Nat Hol Mon & Tue</u> (April 7 to 9) 9- G5 Recollection	A Divided Europe - The Iron Curtain p694 The Berlin Airlift p695-696
<i>April 10 (Saturday) Spring Fair</i>	
Week 2 (31) (April 12 to 16) 15- Easter Mass, Easter Egg Hunt for LS Students 16- Lower School Readers Theatre	Chapter 15: The Cold War Lesson 2: The Superpowers Compete The Red Scare and McCarthyism p701 The Arms Race & The Cuban Missile Crisis p702-703
Week 3 (32) (April 19 to 23) Spirit Week	The United Nations Presentations Choices Board Independent Research
Week 4 (33) <u>4 days of class – Nat Hol Fri</u> (April 26 to 30) 27-29- Pre-Exam Days	The Space Race p704 Americans Reach the Moon p705
Week 5 (34) (May 3 to 7) 3-7 Final Exams (K, Gr. 5, 8, & 12)	Quarter Review & QUARTER EXAM
Week 6 (35) (May 10 to 14) <u>4 days of class</u> 14- Record Day (Fri)	Grade 5 Preparation for the G5 Promotion Ceremony
Week 7 (36) (May 17 to 21) 17- Baccalaureate Mass 18- Lower School Sports Day 19- House Sports Day 21- House Culminating Activity	Grade 5 Preparation for the G5 Promotion Ceremony
Week 8 (37) (May 24 to 28) 25- Grade 5 Promotion 28- Last Day of School	Grade 5 Promotion

“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”