

## Grade 5 - Social Studies Standards

### Standard I: Culture

- A. Describe the waves of immigration to North America and the areas from which people came in each wave. I-G
- B. **Compare the perspectives, practices and products of various cultural groups in North America**, including:
  - artistic expression
  - religion
  - language
  - food
  - clothing
  - shelter I-C,E
- C. Compare reasons for immigration to North America with the experience that immigrants experienced when they arrived. I-A,C,D
- D. Describe the experiences of African Americans under the institution of slavery. I-C,G,H,I
- E. Compare life on Native American reservations today with the cultural traditions of Native American before the reservation system. I-A,C,E
- F. *Identify significant groups who settled in North America and explain their contributions to the cultural heritage of the United States. (PPO I-E)*
- G. **Explain the reasons people from various cultural groups came to North America and the consequences of their interaction with each other.** I-A,F,G,H

### Standard II: History

- A. Construct time lines to demonstrate an understanding of units of time and chronological order of major historical events of a period. (PPO II-C)
- B. Explain why European countries explored and colonized North America. II-A,B,E,L
- C. Explain how native Americans settled the continent and why different nations of native Americans interacted with their environment in different ways. II-A,B,E,L, III-G
- D. **Describe the cultural patterns that are**

**evident in North America today as a result of exploration and colonization by the Spanish, French and English (language, food, traditions, architecture).** II-D,L,N, I-A,E, IV-G

- E. Explain why European countries explored and colonized North America. II-A,B,E,L
- F. **Explain the impact of settlement, industrialization and transportation on the expansion of the United States.** II-L,M
- G. Explain how the U.S. became independent from Great Britain. II-B
- H. *Identify symbols and people of historical importance.* II-E
- I. *Use primary and secondary sources to learn about historical people and/or events.* II-G,J,K
- J. *Relate current events to knowledge of past events.* II-N
- K. *Analyze an historical event from two viewpoints.* II-O
- L. Recognize the role and contributions of the Catholic Church and how it addresses human needs and concerns. II-I

### Standard III: Geography

- A. **Use coordinates of latitude and longitude to determine the absolute location of points in North America.** III-A,C,E, II-D
- B. Locate the three largest countries of North America, the fifty states, the Rocky and Appalachian mountain ranges, Mississippi, Rio Grande and St. Lawrence rivers and the Great Lakes on an outline map of North America. III-A,C,-D,E
- C. **Identify the physical and human features that make up the geography of North America.** III-E,G,H
- D. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America. III-A,D,E,H
- E. Explain by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America. III-B,C,E,H
- F. Explain how climate is influenced by:

-earth-sun relationships  
-landforms  
-vegetation III-E,F

- G. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North American including:
  - forests
  - fertile soil
  - oil
  - coal
  - water III-C
- H. Analyze reasons for conflict and cooperation among regions of North America including: trade, environmental issues and immigration. III-G,H,J,K,L, I-A, IV-D,H, VI-A,G, VII-B,D,E
- I. Explain how the characteristics of different physical environments affect human activities in North America. III-H
- J. **Analyze the positive and negative consequences of humans changing the physical environment**, including:
  - Great Lakes navigation
  - highway systems
  - irrigation
  - mining
  - introduction of new species. III-F,G,H,I,J
- K. Use or construct maps of colonization and exploration to explain European influence in North America. III-B,C
- L. **Analyze ways that transportation and communication relate to patterns of settlement and economic activity.** III-G,H
- M. *Identify the fifty states and capitals.* III-A
- N. Identify the physical regions of North America on a map. (PPO III-A)

### Standard V,VIII: Government and Civics

- A. **Explain the function and major powers of the three branches of the United States government and explain why they are necessary.** V-D
- B. Explain the essential characteristics of American

democracy, including:

- the people serve as the source of the government's authority
  - all citizens have the right and responsibility to vote and influence the decisions of the government
  - the people run the government directly or through elected representatives
  - the powers of government are limited by law
  - all people have basic rights guaranteed to them by the Constitution V-D-H
- C. Explain the purpose of the Declaration of Independence and the United States Constitution. V-G
- D. Explain the obligations of upholding the U.S. Constitution, including:
- obeying laws
  - paying taxes
  - serving on juries
  - registering for the selective service V-G, VIII-A,D,H
- E. Explain the significance of the rights that are protected by the First Amendment including:
- freedom of religion
  - freedom of speech
  - freedom of the press
  - rights of petition and assembly VIII-A,H
- F. Explain the requirements for acquiring U.S. citizenship, birth and naturalization. VIII-J
- G. *Describe the law making process. V-L*
- H. **Explain how citizens take part in civic life in order to promote the common good. VIII-A,B,C**
- I. *Participate in service activities and explain how it is part of the responsibility of being a citizen and a Catholic. VIII-B*
- J. *Use newspapers to find examples of facts and opinions. VIII-E*
- K. Given an example of political activity, discuss how the activity illustrates characteristics of American Democracy. (PPO V-I)
- L. **Give examples of documents that determine the structure of state and national governments in the U.S. and explain how these documents foster self-government in a democracy. V-G,H,K**
- M. **Identify rights and responsibilities of citizenship that are important for preserving**

**democratic government. V-E, VIII-A,B,D,H**

- N. *Identify forms of world governments. V-J*
- O. *Differentiate between fact/opinion, relevant/irrelevant information. VIII-E*
- P. *Discuss local, state, national, international issues. VIII-F*
- Q. *Explain the symbolic meaning of state, national, and international symbols. VIII-G*

## Standard VI: Economics

- A. Explain different ways to distribute scarce goods and services such as prices, command, first-come-first-served, sharing equally and lottery. VI-A
- B. Explain that individuals in all economics must answer the fundamental economic questions of what to produce, how to produce and for whom to produce. VI-A,B,C
- C. Explain how education, specialization, capital goods and the division of labor affect productivity. VI-F
- D. **Explain why entrepreneurship, capital goods, technology, specialization and the division of labor are important in the production of goods and services. VI-F, VII-C**
- E. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available. VI-F
- F. Explain the general relationship between supply, demand, and price in a competitive market. VI-C, VI-I
- G. Explain why competition among producers/sellers results in lower costs and prices, higher product quality and better customer service. VI-C
- H. Explain why demand among consumers/buyers results in higher product prices. VI-C
- I. *Distinguish between goods and services typically produced by the private sector (individuals and businesses) and the public sector (government). VI-D, VI-E*
- J. *Using an example of producers and consumers exchanging goods and services, identify the benefits of the exchange for each group. (PPO VI-A)*
- K. *Explain how values and beliefs influence economic decisions. VI-G*

- L. **Explain why specialization leads to trade and how competition effects producers and consumers in a market. VI-F**
- M. **Explain the opportunity costs involved in the allocation of scarce resources. VI-C**

## Standard IX: Social Studies Skills and Methods

- A. **Locate information from a variety of print and electronic sources (primary and secondary) and analyze its reliability and use component parts of the sources. \*I-C-1,**
- B. Locate information in a variety of sources using key words, related articles and cross references. \*IC-1, \*V-B,C
- C. Differentiate between primary and secondary sources.\*IV-9
- D. Read information critically in order to identify author, author's perspective and author's purpose. \*III-G-1,5
- E. Compare points of agreement and disagreement among sources. \*III-F-4
- F. **Draw inferences from relevant information. \*III-F-2**
- G. **Organize key ideas** by taking notes that paraphrase or summarize. \*III-E-3
- H. **Communicate research findings using line graphs and tables. \*Data Analysis-Math**
- I. **Use a problem-solving/decision-making process** which includes:
- identify a problem
  - gathering information
  - listing and considering options
  - considering advantages and disadvantages of options
  - choosing and implementing a solution
  - developing criteria for judging its effectiveness
  - evaluating the effectiveness of the solution \*III-G-4, \*V-A
- J. Identify cause and effect relationships. II-L, \*III-F-5
- K. Differentiate between primary and secondary sources. III-J
- L. **Obtain information from a variety of primary and secondary sources using the component parts of the source. \*V-B, II-J**

M. Organize key ideas by taking notes that paraphrase or summarize \*III-E-3, II-L

All items with an asterisk (\*) are objectives from the Communications Arts Course of Study.

**Bolded statements are state benchmarks.**

*Italicized items are in the Diocesan Course of Study, not in state standards.*

Regular print items are state grade level indicators.