

Content Standard in Social Sciences: Grade 5

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

(U.S. History 1492-1786)

5.1 HISTORY

HISTORICAL KNOWLEDGE

- 5.1.H.1 Identify and compare historical Native American groups and settlements that existed in North America and had contact with European exploration in the late fifteenth and sixteenth centuries.
- 5.1.H.2 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.1.H.3 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.
- 5.1.H.4 Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

HISTORICAL THINKING

- 5.1.H5 Create and interpret timelines showing major people, events and developments in the early history of the United States.
- 5.1.H.6 Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened and what events led to these developments and what consequences or outcomes followed.

5.2 GEOGRAPHY

- 5.2.G.1 Identify, locate, and describe places and regions in the United States.
- 5.2.G.2 Use various types of maps to describe and explain the United States.
- 5.2.G.3 Explain migration, trade, and cultural patterns in the United States.
- 5.2.G.4 Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.2.G.5 Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.
- 5.2.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.

5.3 CIVICS AND GOVERNMENT

- 5.3.CG.1 Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.3.CG.2 Describe and summarize how colonial and new states; governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.3.CG.4 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.3.CG.5 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.3.CG.6 Describe how national government affects local and state government.
- 5.3.CG.7 Participate in community service as a response/call to live out our Catholic faith.

5.4 ECONOMICS/FINANCIAL LITERACY

- 5.4.EFL.1 Explain ways trade can be restricted or encouraged (e.g. boycott) and how these affect producers and consumers.
- 5.4.EFL.2 Explain the purpose of taxes and give examples from U.S. history of their use.

5.5 SOCIAL SCIENCES ANALYSIS

- 5.5.SSA.1 Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.5.SSA.2 Gather, critically evaluate, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.5.SSA.3 Identify and study two or more points of view of an event, issue or problem.
- 5.5.SSA.4 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.5.SSA.5 Propose a response or solution to an issue or problem and support why it makes sense, using support from research.
- 5.5.SSA.6 Discuss/analyze current events.

Social Sciences

CORE STANDARDS

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences Analysis, civic responsibility and engagement, understanding global relationships, enhanced communication using appropriate social studies vocabulary, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

HISTORY (H)

1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems.
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

GEOGRAPHY (G)

5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.
9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

CIVICS AND GOVERNMENT (CG)

10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.
11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.
12. Analyze the structure and functions of political parties, interest groups, and the mass media and their effect on the political beliefs and behaviors of citizens.
13. Evaluate the contributions of early governments to the development of modern United States government.
14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.

15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.
16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

ECONOMICS (E)

17. Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies.
18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.
19. Examine economic growth and use economic indicators to evaluate the condition of market systems.
20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.
21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

FINANCIAL LITERACY (FL)

22. Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals.
23. Understand and apply key concepts of personal income potential, risk management, and investment.
24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.

SOCIAL SCIENCES ANALYSIS (SSA)

25. Define and clarify an issue so that its dimensions are well understood.
26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.
29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.