

GRADE 5 SOCIAL STUDIES EXITING SKILLS

The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 5 students:

Domain: History

Focus Skill Area: Historical Thinking and Skills

- ✓ Can construct a multiple-tier timeline and analyze the relationship among events.

Focus Skill Area: Early Civilizations:

- ✓ Can compare characteristics of early Indian civilizations (government, social structures, religious, technologies, and agricultural practices and products.)

Focus Skill Area: Heritage

- ✓ Can describe lasting effects of Europe exploration and colonization on the cultural practices and products of the Western Hemisphere.

Domain: Geography

Focus Skill Area: Spatial Thinking and Skills

- ✓ Can use appropriate maps, globes, and geographic tools to gather, process, and report information about people, places, and environments.
- ✓ Can use location to make generalizations about climate.

Focus Skill Area: Places and Regions

- ✓ Can identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economies.

Focus Skill Area: Human Systems

- ✓ Can explain how variations among physical environments in the Western Hemisphere influence human activities.
- ✓ Can explain how human activities have altered the physical environments of the Western Hemisphere.
- ✓ Can generalize about the cultural ways of life among American Indian cultural groups in North and South America.

- ✓ Can explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas to move from place to place in the Western Hemisphere.
- ✓ Can describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

Domain: Government

Focus Skill Area: Civic Participation and Skills

- ✓ Can use multiple sources and appropriate communication tools to locate, investigate, organize, and communicate information on a public issue.

Focus Skill Area: Roles and Systems of Government

- ✓ Can explain the relationship between those in power and individual citizens in a democracy, a dictatorship, a monarchy, and a theocracy.

Domain: Economics

Focus Skill Area: Economic Decision Making and Skills

- ✓ Can construct a circle graph that displays information on part-to-whole relationship of data.
- ✓ Can explain the present and future consequences of an economic decision.

Focus Skill Area: Scarcity

- ✓ Can explain how the availability of productive resources in a specific region promotes specialization and results in trade.

Focus Skill Area: Production and Consumption

- ✓ Can explain how the availability of productive resources and division of labor influence productive capacity.

Focus Skill Area: Markets

Can explain how specialization and trade lead to interdependency among countries of the Western Hemisphere.

Focus Skill Area: Financial Literacy

- ✓ Can explain and identify a career of personal interest and research the knowledge, skill set to be successful.

GRADE 5 SOCIAL STUDIES

History – H

Historical Thinking and Skills

ANCHOR STANDARD

SS H 5.1 Multiple-tier timelines can be used to show relationships among events and places. The Old and New Testaments create multiple timelines to show relationships of events and places.

STANDARD

SS H 5.1.1 Construct a multiple-tier timeline covering events since (students') birth to present including events that occurred at the local, state, and nation level.

SS H 5.1.2 Use a multiple-tier timeline to analyze cause and effect relationships or patterns and themes among events in a specific period of time.

SS H 5.1.3 Analyze timelines to discuss a significant connection or similarity between two or more things, i.e., Chronological order vs. temporal order.

SS H 5.1.4 Analyze how ideas and events from the past shaped the Western Hemisphere today.

Early Civilizations

ANCHOR STANDARD

SS H 5.2 Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

STANDARD

SS H 5.2.1 Early civilization include eight features of civilization:

- Cities
- Well organized central governments

- Complex religion
- Job specialization
- Social class
- Arts and architecture
- Public works
- Writing

Research the features of “Early Civilization” to discuss the commonalities and differences that existed in America prior to the European arrival.

SS H 5.2.2 Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. Use a visual (Chart or electronic organizer) to compare the unique characteristics of the four civilizations including governments, social structures, religions, technology, and product and practices of agriculture. Identify and discuss the commonalities and differences between the characteristics of civilizations.

Heritage

ANCHOR STANDARD

SS H 5.3 **European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today. Early missionaries had lasting effects with accomplishments in the Western Hemisphere.**

STANDARD

SS H 5.3.1 Ideas and events from the past have shaped the world as it is today and have made a difference in the lives of others. Create a scrapbook or electronic documentation of the influence regarding:

- Architecture
- Governments
- Festivals
- Religions
- Holidays
- Foods

GEOGRAPHY - G

Spatial Thinking and Skills

ANCHOR STANDARD

SS G 5.1 **Globes and other geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include in maps.**

STANDARD

SS G 5.1.1 Cartographers decide which information to include in maps. Compare and contrast information and facts for the following maps:

- Physical features
- Population density
- Economic activity
- Political climate

SS G 5.1.2 Computer systems include mapping skills that build foundations for future work. List the function of the following computer mapping systems:

- Geographic Information System (GIS)
- Global Position System (GPS)
- Remote Sensing (RS)

SS G 5.1.3 Give examples of how spatial thinking and spatial skills examine the relationships among people, places, and environment.

SS G 5.1.4 Describe the term “geographic data” and its relationship to geospatial technology.

ANCHOR STANDARD

SS G 5.2 **Latitude and longitude can be used to make observations about location and generalizations about climate.**

STANDARD

SS G 5.2.1 Explain how location on the earth’s surface is identified.

- SS G 5.2.2 Describe the function and position of “longitude” on maps.
- SS G 5.2.3 Explain the function and location of the “Prime Meridian” and “Equator”.
- SS G 5.2.4 Explain the function and position of “latitude” on maps.
- SS G 5.2.5 Describe the term: “Parallels of latitude” and its function.
- SS G 5.2.6 Explain the meaning and purpose of an “absolute grid” on a map.
- SS G 5.2.7 Explain the term: “climate” and its relationship with “atmospheric conditions”.

Places and Regions

ANCHOR STANDARD

- SS G 5.3 Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).**

STANDARD

- SS G 5.3.1 Describe the following terms and their relationship to regions:
- Landform
 - Climate
 - Population
 - Culture
 - Economics
- SS G 5.3.2 Describe and discuss the following terms:
- Place
 - Region
 - Homogeneity

Human Systems

ANCHOR STANDARD

- SS G 5.4 Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.**

STANDARD

- SS G 5.4.1 Explain the term “Human System” and what it represents.
- SS G 5.4.2 Define and explain “Physical Environment” and “Human Activity”.

SS G 5.4.3 Explain how and why variations among physical environments in the Western Hemisphere influence human activities.

SS G 5.4.4 Explain how human activities have altered the physical environment of the Western Hemisphere.

ANCHOR STANDARD

SS G 5.5 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic similarities.

STANDARD

SS G 5.5.1 The Indians of North and South America formed hundreds of tribes and nations with many ways of life which are called “Cultural Groups”. List the ten “Cultural Groups” of Canada and the United States.

SS G 5.5.2 Generalize about the way of life within and among cultural areas.

SS G 5.5.3 Compare cultural similarities of each group.

SS G 5.5.4 List the five Cultural Groups of Latin America.

SS G 5.5.5 List and discuss generalizations about cultural ways of life among American Indian in the North versus American Indians in the South.

ANCHOR STANDARD

SS G 5.6 Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere today.

STANDARD

SS G 5.6.1 People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons. List the area of change the following factors would affect the most:

- Political Factors
- Environmental Factors
- Social factors
- Economic Factors

ANCHOR STANDARD

SS G 5.7 The Western Hemisphere is culturally diverse due to American Indian, European, Asian, and African influences and interactions, as evidenced by artistic expression, language, religion, and food. The Church embraces diversity as the community builder.

STANDARD

SS G 5.7.1 List the countries located in the Western Hemisphere.

SS G 5.7.2 Describe how the cultural diversity of the Western Hemisphere is evidenced by artistic expression, language, religion, and food.

SS G 5.7.3 Cultural diversity is the result of contributions and interactions among people from America, Europe, Asia, and Africa. Make a list of diverse contributions of language, belief systems, artistic expressions, and food from various cultural groups, and identify the inception of the contribution.

GOVERNMENT - GV***Civic Participation and Skills*****ANCHOR STANDARD**

SS GV 5.1 **Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively communicate information. This also applies to gathering and interpreting information about the Catholic faith through multiple sources.**

STANDARD

SS GV 5.1.1 Describe for discussion how people in communities can become active participants in civic activities.

SS GV 5.1.2 Describe the following skills, and with a clear explanation, tell why these skills need to be practiced demonstrating effective communication for civic participation.

- Negotiation
- Compromising
- Collaboration

SS GV 5.1.3 Describe steps citizens should take to access and analyze information with local and national issues. Describe how citizens should effectively communicate this information.

SS GV 5.1.4 Give examples of how civic ideals are translated into practice.

Roles and Systems of Government

ANCHOR STANDARD

SS GV 5.2 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens. The relationship between God and ourselves is prayer, the sacraments, and duties of obligation.

STANDARD

SS GV 5.2.1 The purpose of government is the United States is to:

- Establish order
- Protect individual rights
- Promote common good

Research countries with different forms of government, compare and contrast the U.S. democratic government to countries that have a dictatorship or monarchy.

SS GV 5.2.2 Explain the relationship of “people in power” in a democracy, a dictatorship, or a monarchy to its citizens. Explain what type of communication citizens would have to the “people in power” of their government.

ECONOMICS – E

Economic Decision Making and Skills

ANCHOR STANDARD

SS E 5.1 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

STANDARD

SS E 5.1.1 Explain the circle graph data concept of “part to whole” vs. “whole to part”. Give a demonstration of segments of data.

- SS E 5.1.2 Explain the following economic terms:
- Consumers
 - Producers
 - Savers
 - Investors
 - Citizens
- SS E 5.1.3 Research the following economic terms:
- Costs and benefits
 - Economic evidence
 - Alternative economic problems
- Discuss why these terms are so essential for economic decision making and skills.
- SS E 5.2 The choices people make have both present and future consequences. Scripture help guide people to make choices that have consequences that are Godlike.
- SS E 5.2.1 Gather information to explain the present and future consequences of an “economic decision”.
- SS E 5.2.2 Construct a list for showing examples of economic choices that have both present and future consequences.
- SS E 5.2.3 Write an explanatory paper defining, explaining, and summarizing, the necessity for collaboration and problem solving when making solid economic choices.

Scarcity

ANCHOR STANDARD

- SS E 5.3 **The availability of productive resources (i.e. human resources, capital goods, and natural resources) promotes specialization that leads to trade.**

STANDARD

- SS E 5.3.1 Define, explain, and summarize the following economic terms:
- Productive resources
 - Goods and services
 - Capital goods
 - Human resources
 - Natural resources
 - Manufacturing
 - Trade
 - Specialization

- Opportunity cost
- Scarcity

- SS E 5.3.2 Explain why “specialization” occurs as a result of people using “productive resources”.
- SS E 5.3.3 Describe how and why scarcity happens.
- SS E 5.3.4 Comprise of list of “natural” resources to compare with “productive” resources.
- SS E 5.3.5 Explain how the availability of productive resources in a specific region usually promotes specialized trade.

Production and Consumption

ANCHOR STANDARD

- SS E 5.4 The availability of productive resources and the division of labor impact productive capacity. Pay impacts productive lives.**

STANDARD

- SS E 5.4.1 Describe and explain the terms:
- Production
 - Consumption
- SS E 5.4.2 Define and give examples of “Productive Capacity”.
- SS E 5.4.3 Explain how the availability of resources influences “Productive Capacity”.
- SS E 5.4.4 Define and explain the term “Division of Labor”.
- SS E 5.4.5 Discuss how the availability of productive resources and the division of labor influence productive capacity.

Markets

ANCHOR STANDARD

- SS E 5.5 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.**

STANDARD

- SS E 5.5.1 Explain when and how “Specialization” occurs.
- SS E 5.5.2 Describe the process of reducing the cost of production through specialization of goods and services.
- SS E 5.5.3 Define and give examples of “Interdependence”.
- SS E 5.5.4 Research and use a visual display how specialization and trade lead to interdependence among countries of the Western Hemisphere.

Financial Literacy

ANCHOR STANDARD

- SS E 5.6 Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. We improve our ability to gain new knowledge of Jesus through knowledge, skills, and experience in our Catholic community.**

STANDARD

- SS E 5.6.1 Describe “Financial Literacy”
- SS E 5.6.2 Define the term “Entrepreneur”
- SS E 5.6.3 Explain how your knowledge, skill, and experience can affect your career and job choices.
- SS E 5.6.4 Research a career of personal interest and list the knowledge, skills, and experience required to be successful in that career
- SS E 5.6.5 List the elements of success and the role they play that support economic success.