

SOCIAL STUDIES STANDARDS

Grade – Fifth

Standard

Benchmark

Indicators

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the 3 – 5 program,
Students will . . .

- A. Construct time lines to demonstrate an understanding of units of time and chronological order.
- B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
- C. Explain how new developments led to the growth of the United States.

1. Create time lines and identify possible relationships between events.
2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.
3. Explain why European countries explored and colonized North America.
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.
5. Explain how the United States became independent from Great Britain.
6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.

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People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

By the end of the 3 – 5 program,
Students will . . .

- A. Compare practices and products of North American cultural groups.
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

1. Compare the cultural practices and products of diverse groups in North America including:
 - a. Artistic expressions;
 - b. Religion;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.
2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.
3. Describe the experiences of African Americans under the institution of slavery.
4. Describe the waves of immigration to North America and the areas from which people came in each wave.
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.

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Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the 3 – 5 program,
Students will . . .

- A. Use map elements or coordinates to locate physical and human features of North America.
- B. Identify the physical and human characteristics of places and regions in North America.
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

- 1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.
- 2. Use maps to identify the location of:
 - a. The three largest countries of North America;
 - b. The 50 states of the United States;
 - c. The Rocky and Appalachian mountain systems;
 - d. The Mississippi, Rio Grande and St. Lawrence rivers;
 - e. The Great Lakes.
- 3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.
- 4. Explain how climate is influenced by:
 - a. Earth-sun relationships;
 - b. Landforms;
 - c. Vegetation.
- 5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.

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By the end of the 3 – 5 program,
Students will . . .

6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including:
 - a. Forests;
 - b. Fertile soil;
 - c. Oil;
 - d. Coal;
 - e. Running water.
7. Analyze reasons for conflict and cooperation among regions of North America including:
 - a. Trade;
 - b. Environmental issues;
 - c. Immigration.
8. Explain how the characteristics of different physical environments affect human activities in North America.
9. Analyze the positive and negative consequences of human changes to the physical environment including:
 - a. Great Lakes navigation;
 - b. Highway systems;
 - c. Irrigation;
 - d. Mining;
 - e. Introduction of new species.
10. Use or construct maps of colonization and exploration to explain European influence in North America.

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Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the 3 – 5 program, Students will . . .

- A. Explain the opportunity costs involved in the allocation of scarce productive resources.
- B. Explain why entrepreneurship and division of labor are important in the production of goods and services.
- C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come first-served, sharing equally, rationing and lottery.
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.
3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.
4. 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.
5. Explain the general relationship between supply, demand and price in a competitive market.
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.
7. Explain why competition among consumers/buyers results in higher product prices.

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Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

By the end of the 3 – 5 program, Students will . . .

- A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.
- B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

1. Explain major responsibilities of each of the three branches of the U.S. government:
 - a. The legislative branch, headed by Congress, passes laws.
 - b. The executive branch, headed by the president, carries out and enforces the laws made by Congress.
 - c. The judicial branch, headed by the Supreme Court, interprets and applies the law.
2. Explain the essential characteristics of American democracy including:
 - a. The people are the source of the government's authority.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government.
 - c. The government is run directly by the people or through elected representatives.
 - d. The powers of government are limited by law.
 - e. Basic rights of individuals are guaranteed by the Constitution.
3. Explain the significance of the Declaration of Independence and the U.S. Constitution.

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Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the 3 – 5 program, Students will . . .

- A. Explain how citizens take part in civic life in order to promote the common good.
- B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

- 1. Explain how an individual acquires U.S. citizenship:
 - a. Birth;
 - b. Naturalization.
- 2. Explain the obligations of upholding the U.S. Constitution including:
 - a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for selective service.
- 3. Explain the significance of the rights that are protected by the First Amendment including:
 - a. Freedom of religion;
 - b. Freedom of speech;
 - c. Freedom of the press;
 - d. Right of petition and assembly

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Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the 3 – 5 program,
Students will . . .

- A. Obtain information from a variety of primary and secondary sources using the component parts of the source.
- B. Use a variety of sources to organize information and inferences.
- C. Communicate social studies information using graphs or tables.
- D. Use problem-solving skills to make decisions individually and in groups.

- 1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
 - a. Accuracy of facts;
 - b. Credentials of the source.
- 2. Locate information in a variety of sources using key words, related articles and cross-references.
- 3. Differentiate between primary and secondary sources.
- 4. Read information critically in order to identify
 - a. The author;
 - b. The author's perspective;
 - c. The purpose.
- 5. Compare points of agreement and disagreement among sources.
- 6. Draw inferences from relevant information.
- 7. Organize key ideas by taking notes that paraphrase or summarize.
- 8. Communicate research findings using line graphs and tables.

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By the end of the 3 – 5 program,
Students will . . .

9. Use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering advantages and disadvantages of options;
 - e. Choosing and implementing a solution;
 - f. Developing criteria for judging its effectiveness;
 - g. Evaluating the effectiveness of the solution.