

# SOCIAL STUDIES

## GRADE FIVE

### STANDARDS

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#### *Nevada Grades K-12 Content Standards*

- HISTORY 1.0**      **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0**      **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0**      **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0**    **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0**    **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0**    **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0**    **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0**    **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0**   **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0**   **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0**   **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0**        **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

## SOCIAL STUDIES GRADE FIVE (continued)

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- CIVICS 14.0**      **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0**      **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0**      **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

## ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

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### HISTORY

#### People, Cultures, and Civilizations

*It is expected that students will:*

- H1.5.1      Identify and describe Native North American life and cultural **regions** prior to European contact.
- H1.5.2      Identify and describe the attributes of Native American nations in the local **region** and North America.
- H1.5.3      Discuss the interactions of early explorers with native cultures.
- H1.5.4      Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions.
- H1.5.5      Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies.
- H1.5.6      Identify individuals and groups responsible for founding and settling the American colonies.
- H1.5.7      Examine the cultural exchange among the Native Americans, Europeans, and Africans.

#### Nation Building & Development

*It is expected that students will:*

- H2.5.1      Describe motivations for and expeditions of European exploration of the Americas.
- H2.5.2      Describe issues of compromise and conflict within the United States.
- H2.5.3      Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- H2.5.4      Explain why slavery was introduced into colonial America.
- H2.5.5      Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political **institutions**.
- H2.5.6      Identify the events that led to the Declaration of Independence.
- H2.5.7      Identify the causes, key events, and people of the American Revolution.
- H2.5.8      Explain the relationship between the American colonies and England, and discuss its impact on independence.

## SOCIAL STUDIES GRADE FIVE (continued)

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### Social Responsibility & Change

*It is expected that students will:*

- H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.
- H3.5.2 Recognize that communities include people who have diverse **ethnic** origins, customs, and traditions, and who make contributions to the United States.
- H3.5.3 Describe ways individuals display **social responsibility**.
- H3.5.4 Explain how **technologies** in U.S. history changed the way people lived.
- H3.5.5 Provide and discuss major news events on local, state, national, and world levels.

### International Relationships & Power

*It is expected that students will:*

- H4.5.1 Discuss the economic, political, and cultural relationships the United States has with other countries.

## GEOGRAPHY

### The World in Spatial Terms

*It is expected that students will:*

- G5.5.1 Identify and locate major geographic features in Nevada and the United States using maps and **map elements**.
- G5.5.2 Identify **spatial patterns** of the U.S.
- G5.5.3 Describe purposes for different types of maps and globes, i.e., **topographical, political, physical**.
- G5.5.4 Construct maps, graphs, and charts to display information about **human** and **physical features** in the United States.
- G5.5.5 Identify the purpose and content of various U.S. maps.
- G5.5.6 Derive geographic information from photographs, maps, graphs, books, and technological resources.

### Places & Regions

*It is expected that students will:*

- G6.5.1 Provide examples of **human – environment interactions** in the U.S.
- G6.5.2 Identify U. S. **regions** in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields.
- G6.5.3 Provide examples of **cultural identity** in **communities** or **regions** from different perspectives.
- G6.5.4 Show how **regional** change in the United States from decade to decade has affected characteristics of **place**, i.e., salt and sand used to melt ice, flood basins, levees.
- G6.5.5 Label a map of the United States with their capitals.
- G6.5.6 Define **absolute location**.

## SOCIAL STUDIES GRADE FIVE (continued)

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### Human Systems

*It is expected that students will:*

- G7.5.1 Explain differences in population distribution within the United States.
- G7.5.2 List **push-pull factors** influencing human **migration** and settlement in the United States.
- G7.5.3 Describe differences among **rural**, **suburban**, and **urban** settlement in the United States.
- G7.5.4 Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming.
- G7.5.5 Describe why types of organizations may differ by geographic **region** in the U.S.

### Environment & Society

*It is expected that students will:*

- G8.5.1 Describe ways **physical environments** affect human activity in the United States using historical and contemporary examples.
- G8.5.2 Describe how technologies altered the **physical environment** in the U.S., and the effects of those changes on its people.
- G8.5.3 Explore the impact of human modification of the United States' **physical environment** on the people who live there.
- G8.5.4 Identify and locate potential **natural hazards** in the United States and their impacts on the land and population.
- G8.5.5 Describe and compare the **distribution** patterns and use of **natural resources** in the United States.

## ECONOMY

### The Market Economy

*It is expected that students will:*

- E9.5.1 Describe how **scarcity** requires a person to make a **choice** and identify **costs** associated with that **choice**.
- E9.5.2 Demonstrate an understanding that an individual can be a **consumer** and **producer** at the same time.
- E9.5.3 Identify the **resources** needed for **production** in households, schools, and **community** groups.
- E9.5.4 Describe how **income** reflects **choices** people make about education, training, skill development, lifestyle, and careers.
- E9.5.5 Demonstrate an understanding of **supply** and **demand** in a **market**.

### The U.S. Economy as a Whole

*It is expected that students will:*

- E10.5.1 Define **trade** and **commodities** used in **trade**.
- E10.5.2 Identify how **interest rates** affect borrowing, saving, and purchasing using credit.
- E10.5.3 Identify **services** offered by different types **financial institutions**.
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## SOCIAL STUDIES GRADE FIVE (continued)

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- E10.5.4 Illustrate how one person's spending becomes another person's **income**.
- E10.5.5 Recognize the three types of **productive resources**.
- E10.5.6 Define **inflation** and **deflation**.
- E10.5.7 Define **labor force** and **unemployment**.
- E10.5.8 Demonstrate per capita measures in the classroom.

### The Dynamic Economy

*It is expected that students will:*

- E11.5.1 Explain the purposes for establishing for-**profit** and not-for-**profit** organizations.
- E11.5.2 Provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods.
- E11.5.3 Describe the steps an **entrepreneur** would take to start a business.
- E11.5.4 Explain why **specialization** increases productivity and **interdependence**.
- E11.5.5 Describe what it means to **compete**, and give examples of ways sellers **compete**.
- E11.5.6 Define **mercantilism**.
- E11.5.7 Identify scarce **resources** and identify how they are **allocated** in the United States.

### The International Economy

*It is expected that students will:*

- E12.5.1 Explain why the U.S. **imports** and **exports goods**.
- E12.5.2 Define **exchange rates**.
- E12.5.3 Define **globalization** and explain how the U.S. economy is affected by international **trade**.

## CIVICS

### Citizenship and the Law

*It is expected that students will:*

- C13.5.1 Explain that the Declaration of Independence, the U.S. **Constitution**, and the Bill of Rights, are written documents that are the foundation of the United States government.
- C13.5.2 Describe the operation of **representative government**.
- C13.5.3 Describe the criteria for U.S. citizenship.
- C13.5.4 Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.

### The Federal System

*It is expected that students will:*

- C14.5.1 Describe examples of national, state, and local laws.
- C14.5.2 Identify the three branches of government (as set forth in the U.S. **Constitution**).
- C14.5.3 Name the two houses of the U.S. Congress and explain how representation is determined.
- C14.5.4 Identify the powers of the U.S. Congress, i.e., power to tax, declare war, and **impeach** the President.
- C14.5.5 Identify the duties of the President within the executive branch.

## SOCIAL STUDIES GRADE FIVE (continued)

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C14.5.6 Explain that the U.S. Supreme Court is the highest court in the land.

C14.5.7 Describe the purpose of a judge and jury in a trial, as it relates to resolving disputes.

### **The Political Process**

*It is expected that students will:*

C15.5.1 Explain the qualities of a leadership.

C15.5.2 Name the two major **political parties**.

C15.5.3 Give examples of national **interest groups**.

C15.5.4 Compare sources of information people use to form an opinion.

C15.5.5 Define **propaganda** and give examples.

### **Global Relations**

*It is expected that students will:*

C16.5.1 Describe the influences other nations have had on the development of the United States political system.