



Diocese of Raleigh

Social Studies Curriculum

Grade 5

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

SOCIAL STUDIES CURRICULUM DEVELOPMENT COMMITTEE

ACKNOWLEDGEMENTS

The Catholic Schools Offices gratefully acknowledges the expertise and tremendous time commitment of the Social Studies Curriculum Committee for the Diocese of Raleigh.

Krystal Beaumont	The Franciscan School, Raleigh
Rebecca Blick	St. Peter Catholic School, Greenville
Gary Callus	St. Mary Magdalene Catholic School, Apex
Kelley Carrigan	Blessed Sacrament Catholic School, Burlington
Cecilia Chitteck	St. Paul Education Center, New Bern
Anne Dyke	Infant of Prague Catholic School, Jacksonville
Lisa Epperson	St. Thomas More Catholic School, Chapel Hill
Nancy Evans	The Franciscan School, Raleigh
Pat Killian	St. Thomas Moore Catholic School, Chapel Hill
Diane McGrady	Cathedral School, Raleigh
Cindy Shail-Rains	Immaculata Catholic School, Durham
Angie Wilson	St. Mary Magdalene Catholic School, Apex
Rosalie Innacelli	Assistant Superintendent, Catholic Schools Office

Thank you to the teachers who reviewed and offered input to the many drafts.

Joan Alexander	St. Peter Catholic School, Greenville	Christine O'Donnell	Cathedral School, Raleigh
Mary Callery	St. Peter Catholic School, Greenville	Carmen Pack	St. Peter Catholic School, Greenville
Mary Catherine Christopher	St. Peter Catholic School, Greenville	Aileen Ross	Immaculata Catholic School, Durham
Elizabeth Diaz-Cobo	St. Peter Catholic School, Greenville	Kim Ross	Cathedral School, Raleigh
Barbara Hannon	St. Peter Catholic School, Greenville	Peggy Sharp	Cathedral School, Raleigh
Diana Hurtado	Cathedral School, Raleigh	Jennifer Sullivan	St. Thomas More Catholic School, Chapel Hill
Thomas Latimer	Immaculata Catholic School, Durham	Theresa Supples	St. Peter Catholic School, Greenville
Carol Maxon	St. Peter Catholic School, Greenville	Kathy Tew	St. Peter Catholic School, Greenville
Walt Milowic	Cathedral School, Raleigh	Kim Wheeler	Cathedral School, Raleigh

SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 5 SOCIAL STUDIES

Focus: United States, Canada and Central America

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History (North America and selected countries of Central America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Analyze the chronology of key events in the United States through Reconstruction . (5.H.1)	1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership). (5.H.1.1)	Trace the routes of early explorers and describe the early explorations of the Americas. List explorers who visited the Americas and describe their influences upon early colonization.
	1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies. (5.H.1.2)	
	1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation. (5.H.1.3)	Describe the causes and effects of the American Revolution and analyze their influence on the adoption of the Articles of Confederation, Constitution and Bill of Rights.
2. Understand the role of prominent figures in shaping the United States. (5.H.2)	2.1 Summarize the contributions of the Founding Fathers to the development of our country. (5.H.2.1)	
	2.2 Explain how key historical figures have exemplified values and principles of American democracy. (5.H.2.2)	
	2.3 Compare the changing roles of women and minorities on American society from pre-Colonial society through Reconstruction. (5.H.2.3)	
	2.4 Name prominent Catholics and their contributions.	
3. Analyze characteristics of people of North America and selected countries of Central America.	3.1 Identify, locate, and describe major groups of people.	
	3.2 Describe similarities and differences among the people.	
4. Assess influence of major religions, ethical beliefs and aesthetic values on life in in North America and selected countries of Central America.	4.1 Describe evolving art forms and aesthetic values and assess their influence on life.	
	4.2 Identify examples of cultural transmission and interaction within and among the regions.	

<p>5. Analyze changes in ways of living and investigate why and how these changes occurred in North America and selected countries of Central America.</p>	<p>5.1 Identify and describe changes which have occurred in ways of living.</p>	
	<p>5.2 Identify examples of cultural transmission and interaction within and among the regions.</p>	
	<p>5.3 Evaluate the effects of change on the lives of the people.</p>	
	<p>5.4 Interpret information about life in the United States presented in graphs, charts, maps, polls, pictures, and cartoons.</p>	

STRAND C Geography and Environmental Literacy (North America and selected countries of Central America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand how human, activity has and continues to shape North America and selected countries of Central America. (5.G.1)	1.1 Explain the impact of the physical environment on early settlements in the New World. (5.G.1.1)	
	1.2 Explain the positive and negative effects of human activity on the physical environment of, past and present. (5.G.1.2)	
	1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations. (5.G.1.3)	Assess how changes in the movement of people, goods, and ideas have affected ways of living in the Western Hemisphere.
	1.4 Interpret how migration and immigration have influenced why people left/why people came to these countries. (5.G.1.4)	Analyze the impact of geography on settlement and development.
2. Apply key geographic concepts to North America and selected countries of Central America.	2.1 Introduce and apply five themes of geography.	Compare and contrast various geographical features.
	2.2 Identify symbols and use scale to measure distance on maps and globes.	
	2.3 Use latitude and longitude to measure distance, determine direction, and locate points on a map.	
	2.4 Use symbols on maps and globes to identify/interpret data.	
	2.5 Analyze the absolute and relative location of major landforms, bodies of water and natural resources.	Describe how absolute and relative location influence ways of living.
	2.6 Compare and contrast the physical and cultural characteristics of regions.	
	2.7 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.	
	2.8 Describe the influence of geography, climate and physical features on regional development.	

STRAND D Economics and Financial Literacy (North America and selected countries of Central America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand how a market economy impacts life in North America . (5.E.1)	1.1 Summarize the role of international trade between the United States and other countries through Reconstruction. (5.E.1.1)	Assess the impact of international economic interdependence.
	1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of North America . (5.E.1.2)	Cite examples of surplus and scarcity in the American market and explain the economic effects.
2. Analyze how personal choices result in benefits or consequences. (5.E.2)	2.1 Explain the importance of developing a basic budget for spending and saving. (5.E.2.1)	
	2.2 Evaluate the costs and benefits of spending, borrowing and saving. (5.E.2.2)	
	2.3 Discuss the impact of Catholic social teaching on economic issues.	
3. Evaluate ways the United States makes decisions about the allocation and use of economic resources through Reconstruction.	3.1 Analyze the economics of the colonies and the westward expansion, their relationship to each other, European roots, and the influence of Native Americans.	
	3.2 Categorize economic resources found in the United States and neighboring countries as human, natural, or capital and assess their long-term availability.	Discuss economic institutions in terms of how well they enable people to meet their needs.
	3.3 Introduce the economic effects of the unequal distribution of natural resources of the United States and its neighbors.	
	3.4 Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.	Compare and contrast the importance of technology and industrialization.
4. Analyze economic relationships in the United States through Reconstruction.	4.1 Describe the economic and social differences between developed and developing regions in North America.	Describe how the characteristics of economies have changed over time.
	4.2 Explain how and why population distribution differs within and between countries.	

STRAND E Civics and Governance (North America and selected countries of Central America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand the development, structure and function of government in <i>the United States</i> . (5.C/G.1)	1.1 Explain how ideas of various governments influenced the development of governments <i>in the United States</i> (Roman, Greek, Iroquois, European and British). (5.C/G.1.1)	
	1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government). (5.C/G.1.2)	Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial function.
	1.3 <i>Identify</i> historical documents that shaped the foundation of the United States government. (5.C/G.1.3)	
2. Analyze life in a democratic republic through rights and responsibilities of citizens. (5.C/G.2)	2.1 Understand the values and principles of a democratic republic. (5.C/G.2.1)	Discuss the role of political parties in society.
	2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of “common good” according to the United States Constitution (Bill of Rights). (5.C/G.2.2)	Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.
	2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution. (5.C/G.2.3)	Discuss how the United States government changed through Reconstruction.
		Discuss the role of public and of parochial education in the United States.
2.4 Explain why civic participation is important in the United States. (5.C/G.2.4)		

STRAND F Culture (North America and selected countries of Central America)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Evaluate how increased diversity resulted from migration, settlement patterns and economic development in North America and selected countries of Central America. (5.C.1)</p>	<p>1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. (5.C.1.1)</p>	
	<p>1.2 Exemplify how interactions and contributions of various groups have resulted in borrowing and sharing of traditions and technology. (5.C.1.2)</p>	
	<p>1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions. (5.C.1.3)</p>	
	<p>1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups. (5.C.1.4)</p>	
	<p>1.5 Describe the migration patterns of diverse ethnic groups and their contributions to the United States.</p>	
	<p>1.6 Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and new settlers.</p>	
	<p>1.7 Determine factors from past events that influence the future of cultures in the Western world.</p>	
	<p>1.8 Identify customs of ethnic and religious heritage that influence values.</p>	
<p>2. Recognize the importance of aspects of family life: cultural, social, and spiritual.</p>	<p>2.1 Recognize that we all belong to the family of God.</p>	
	<p>2.2 Explain how each person is unique and a gift from God.</p>	<p>Demonstrate respect for all students.</p>
	<p>2.3 Explain how each person is part of a basic unit: family, school, parish and community.</p>	<p>Participate in parish community life and service.</p> <p>Identify world problems, e.g., hunger and poverty and discuss the impact on families and communities.</p>

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
Make connections between Social Studies and Catholic Social Teachings.	Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation
Develop strategies for reading social studies materials and for increasing social studies vocabulary.	Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation
Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.	Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places
Develop and apply strategies needed for effective incorporation of technology in the learning process.	Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied