

Oakwood City School District: Fifth Grade Social Studies

Fifth Grade Social Studies

Ohio's social studies content standards incorporate history, geography, government and economics in order to prepare students to be participating citizens.

Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good
- Prepares students for their role as citizens and decision makers in a diverse, democratic society
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

Social Studies Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as "co-partner and guide". As teachers create inquiry curricula around students' interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student's experience of the inquiry process is a personal one.

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Content Standards

I. Regions and People of the Western Hemisphere

A. History

1. *Historical Thinking:* Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

a) Multiple-tier timelines can be used to show relationships among events and places.

2. *Early Civilizations:* The eight features of civilizations include cities, well-organized central governments, complex religions, job specialization, social classes, arts and architecture, public works and writing. Early peoples developed unique civilizations. Several civilizations established empires with legacies influencing later peoples.

a) Early Indian civilizations (Maya, Inca, Aztec, 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.

3. *Heritage:* Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

a) European exploration and colonization had lasting effects, which can be used to understand the Western Hemisphere today.

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B. Geography

1. *Spatial Thinking and Skills:* Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

a) 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.

b) Latitude and longitude can be used to make observations about location and generalizations about climate.

2. *Places and Regions:* A place is a location having distinctive characteristics, which give it meaning and character and distinguish it from other locations. A region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas. Regions and places are human constructs.

a) Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).

3. *Human Systems:* Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution and movements of people are driving forces behind human and physical events. Geographers study patterns in cultures and the changes that result from human processes, migrations and the diffusion of new cultural traits.

a) Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

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b) 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 and cultural similarities.

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

d) 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.

C. Government

1. *Civic Participation and Skills:* Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.

a) Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

2. *Roles and Systems of Government:* The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.

a) Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

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D. Economics

1. *Economic Decision Making and Skills:* Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

a) Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

b) The choices people make have both present and future consequences.

2. *Scarcity:* There are not enough resources to produce all the goods and services that people desire.

a) The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

3. *Production and Consumption:* Production is the act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services. Consumption is the use of goods and services.

a) The availability of productive resources and the division of labor impact productive capacity.

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4. *Markets*: Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods and services.

a) 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.

5. *Financial Literacy*: Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.

a) Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.