

Social Studies - Grade 5

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections.	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: History						
Gal 1.1: Build an understanding of the cultural and social development of the United States.	5.SS.1.1.1 Demonstrate understanding that American Indians were established societies before the coming of the European settlers. (452.01d)		<ul style="list-style-type: none"> Describe characteristics of Native American tribes. (i.e. types of food, transportation, leadership, customs, homes, language) 	society • barter • customs • transportation • European settler		
	5.SS.1.1.2 Explain important national documents, American symbols and U.S. landmarks. (452.01a)		<ul style="list-style-type: none"> Name an American symbol and explain what it represents. Identify and explain U.S. landmarks and explain their importance in American history. Summarize the purpose of a historical document (i.e.: Declaration of Independence, Constitution, Gettysburg Address) 	document • symbol • national landmark • historical		http://www.texaslre.org/asymbols/symbolsgame.html
	5.SS.1.1.3 Discuss significant individuals who have been responsible for bringing about political and social changes in the United States. (452.01b)		<ul style="list-style-type: none"> State the difference between political and social change. Choose an individual from a list and clarify his/her role in political or social change in the United States. 	political • social • change • significant		
	5.SS.1.1.4 Identify influential political and cultural groups throughout American history. (452.01c)		<ul style="list-style-type: none"> State the difference between a political group and a cultural group. Choose a political or cultural group and identify their contribution. 	political groups • cultural groups • influential • political parties		
	5.SS.1.1.5 Identify different examples of how religion has been an important influence in American history. (452.01e)		<ul style="list-style-type: none"> Identify religious groups that immigrated to U.S. Document examples of how religious groups influenced American history. 	religion • influence		
	5.SS.1.1.6 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.		<ul style="list-style-type: none"> Identify the three regions (i.e.: New England, Middle, Southern) Describe the economy, the agriculture; religious and political background of each region. Compare and contrast our government today to the government in the colonies. 	colony		
	5.SS.1.1.7 Discuss the causes and effects of various conflicts in American history.		<ul style="list-style-type: none"> Identify conflicts in American history. (ie: Stamp Act; Boston Massacre; Boston Tea Party) List events leading up to a conflict. 	conflict • war • cause • effect		
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)		<ul style="list-style-type: none"> List religious, political, and economic reasons European immigrants came to the U.S. Give examples of why various immigrant groups came to the U.S. 	religious • immigrants • political economic		
	5.SS.1.2.2 Explain what indentured servants were and how they participated in the early life of the United States. (449.01b)		<ul style="list-style-type: none"> Define indentured servant. Describe the role of an indentured servant. 	indentured servant		
	5.SS.1.2.3 Explain the history of the slave trade in the United States. (449.01c)		<ul style="list-style-type: none"> Illustrate a timeline depicting the slave trade. 	timeline slavery		
	5.SS.1.2.4 Analyze and discuss the motives of the major groups who participated in the western expansion by leaving the East and heading west. (449.01d)		<ul style="list-style-type: none"> Identify groups that moved west List reasons people started moving west. (i.e.: land acquisition, gold, religious freedom) Map routes taken by major groups. Examine why settlers took certain routes. 	motive • Western expansion		
	5.SS.1.2.5 Discuss the significant American Indian groups encountered in the Western Movement. (449.01e)		<ul style="list-style-type: none"> List groups of Native Americans by region Locate on a map the major American Indian groups encountered in the Western Movement. 	region		
	5.SS.1.2.6 Discuss the significant individuals who took part in the western expansion. (449.01f)		<ul style="list-style-type: none"> Identify significant individuals Report on contributions made by individuals 	Western expansion • contribution		
Goal 1.3: Identify the role of American Indians in the development of the United States.	5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.		<ul style="list-style-type: none"> Review that American Indians were the first inhabitants of the U.s. 	inhabitants		http://stories.washingtonhistory.org/TreatyTrail/teaching/pdfs/TribalTreatyRights.pdf

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	5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.		<ul style="list-style-type: none"> Identify important Native Americans. List the contributions individual Native Americans have made. 	contribution • influences		
	5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.		<ul style="list-style-type: none"> Restate the definitions of treaty, reservation, and sovereignty. 	treaty • reservation • sovereignty		http://stories.washingtonhistory.org/TreatyTrail/teaching/pdfs/TribalTreatyRights.pdf
	5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: <ul style="list-style-type: none"> That both parties to treaties were sovereign powers. That Indian tribes had some form of transferable title to the land. That acquisition of Indian land was solely a government matter not to be left to individual colonists. 		<ul style="list-style-type: none"> Define reservation. Identify and locate local reservations. Explain treaties were signed by American Indians and the United States federal government. Explain why American Indians have sovereign powers. 	treaty • consent • sovereign • reservation		http://www.rootsweb.ancestry.com/~idreserv/#nezperce http://stories.washingtonhistory.org/TreatyTrail/teaching/pdfs/TribalTreatyRights.pdf
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	5.SS.1.4.1 Describe the impact of technological advances to American society during the Industrial Revolution. (450.01b)		<ul style="list-style-type: none"> List technological advances during the industrial revolution (i.e.: cotton gin, steamboat) Explain the impact of technological advances on American culture. 	impact • technological advances • society • Industrial Revolution		
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives at this grade level.					
Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level.					
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level.					
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level.					
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level.					
Standard 2: Geography						
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth’s surface.	5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information. (458.01a)		<ul style="list-style-type: none"> Identify type of map (i.e.: physical, political, resource) Distinguish between two types of maps (i.e.: physical, political, resource) Find a specific location on a map or globe (i.e.: United States, hometown) Develop a population map (i.e.: 13 colonies) Create a graph 	databases • Physical map • Political map • Resource map • Pie chart • Bar graph		
	5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)		<ul style="list-style-type: none"> Identify regions of the United States List major resources of each region. 	resources		
	5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)		<ul style="list-style-type: none"> Explain the difference between longitude and latitude. Locate specific points on a map using latitude and longitude. 	latitude • longitude • coordinate • Prime Meridian • Equator		
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	5.SS.2.2.1 Identify ways the land has been changed by people, technology, and natural forces. (458.03a)		<ul style="list-style-type: none"> List examples of ways people have changed the land. List examples of ways technology has changed the land. Recognize ways natural forces have changed the land. 	technology • natural forces		

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Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	No objectives at this grade level.					
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level.					
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level.					
Standard 3: Economics						
Goal 3.1: Explain basic economic concepts.	5.SS.3.1.1 Identify economic reasons for exploration and colonization. (456.01a)		<ul style="list-style-type: none"> List economic reasons why settlers came to United States. 	economy • colonization		
	5.SS.3.1.2 Describe how conservation of natural resources is important. (456.01b)		<ul style="list-style-type: none"> Name several natural resources Discuss why conservation of natural resources is important. 	natural resources • conservation		
	5.SS.3.1.3 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)		<ul style="list-style-type: none"> Identify examples where transportation or communication has improved. Give examples of how transportation and communication have encouraged economic growth 	transportation • communication networks • economic growth		
	5.SS.3.1.4 Explain the concepts of tariffs and taxation.		<ul style="list-style-type: none"> Define tariff and taxation Give examples of tariffs and taxation in American history. 	tariffs • taxation		
Goal 3.2: Identify different influences on economic systems.	5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)			economic policies • revolt • colonies		
Goal 3.3: Analyze the different types of economic institutions.	No objectives at this grade level.					
Goal 3.4: Explain the concepts of good personal finance.	No objectives at this grade level.					
Standard 4: Civics and Government						
Goal 4.1: Build an understanding of the foundational principles of the American political system.	5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.		<ul style="list-style-type: none"> Recognize each part of government has specific roles (i.e.: executive, legislative, judicial) Read an article about a local tribe's government. Discuss how the tribal government makes, applies, and enforces laws. 	federal government • tribal government • enforce • executive • legislative • judicial		
	5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)		<ul style="list-style-type: none"> Identify the main concepts of the Declaration of Independence. Summarize the concepts of the Declaration of Independence. 	Declaration of Independence • concept		
	5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)		<ul style="list-style-type: none"> List strengths and weakness of the Articles of Confederation Infer why a stronger federal government was needed. 	Articles of Confederation • transitional • infer		
	5.SS.4.1.4 Identify the basic concepts of the United States Constitution and Bill of Rights, such as protect individual rights and promote the common good describe how the government is organized and that the United States Constitution is the supreme law of the land. (453.01e)		<ul style="list-style-type: none"> Memorize the Preamble Explain the Bill of Rights and why it was added to the Constitution. 	Constitution • Bill of Rights		
Goal 4.2: Build an understanding of the organization and formation of the American system of government.	5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)		<ul style="list-style-type: none"> List responsibilities of state, national, and tribal governments. Diagram responsibilities of state, national, and tribal governments. 	federal • responsibilities		
	5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)		<ul style="list-style-type: none"> Fill in a flow chart that outlines the powers and functions of each branch of government. 	executive • legislative • judicial • checks and balances		
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	5.SS.4.3.1 Name the President and Vice President of the United States and the United States Congressional representatives from Idaho.		<ul style="list-style-type: none"> Name the president of the United States. Name the Vice-President of the United States. Name the two senators from Idaho. Name the two state representatives from Idaho. 	Congress • Senate • House of Representatives • representatives		

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	5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)		<ul style="list-style-type: none"> List individual rights we have as American citizens. List basic responsibilities we have as American citizens. 	responsibilities • rights • citizens		
	5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)		<ul style="list-style-type: none"> List ways citizens can participate in public life. Give examples of how you or your family members can participate in public life. 	citizen		
Goal 4.4: Build an understanding of the evolution of democracy.	5.SS.4.4.1 Explain that the United States is a democratic republic. (453.01f)		<ul style="list-style-type: none"> Define democracy. Define republic. Summarize what makes the U.S. a democratic republic. 	democracy • republic • democratic republic		
	5.SS.4.4.2 State the difference between direct democracy and the constitutional (representative) democracy of today's United States. (447.01b)		<ul style="list-style-type: none"> Define constitutional democracy Define direct democracy. Stat the difference between a direct democracy and a constitutional democracy. 	direct democracy • constitutional democracy		
	5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)		<ul style="list-style-type: none"> Define popular consent, respect for the individual, equality of opportunity, and personal liberty. Give examples of each. 	popular consent • respect • equality • opportunity • personal liberty		
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level.					
Standard 5: Global Perspectives						
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	5.SS.5.1.1 Explain that the world is divided into many different nations and that each has its own government.		<ul style="list-style-type: none"> Label nations on a map. Give examples of types of government. (i.e.: monarchy, democracy) Match a country to its type of government. 	nation • Monarchy • Democracy • Ceremonial monarchy • Dictatorship • Oligarchy • Republic		
	5.SS.5.1.2 State that a nation consists of its territory, people, laws, and government.		<ul style="list-style-type: none"> State that a nation consists of its territory, people, laws, and government. 	nation • territory • laws • government		
	5.SS.5.1.3 Explain that the United States is one nation and how it interacts with other nations in the world.					
	5.SS.5.1.4 Discuss why it is important that nations try to resolve problems peacefully.					