

Carson City School District
Social Studies Curriculum Map

Fifth Grade

KEY TO PRIORITY FRAMEWORK

E = Enduring. Complex, engaging, “big ideas”, will require more in-depth knowledge.

I = Important to know and do. Students should retain detailed but not extensive knowledge.

W = Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.

Note: Nevada Social Studies Content Standards are written for grades 2, 3, 5, 8, and 12. In order to construct curriculum maps for all grade levels, the Carson City School District has applied some of the standards to other grade levels. For example, Geography Standard 1.5.1 can be found on the 4th grade map. In all cases, the number of the standard is left unchanged to allow easy reference back to the original Nevada State Content Standard. Standards labeled “CCSD” are unique to the Carson City School District.

KEY TO INTERDISCIPLINARY LINKS

C = Civics E = English Language Arts Ec = Economics G = Geography

H = History M = Mathematics S = Science He = Health

RESOURCE KEY

HB = Harcourt Brace *Social Studies, United States*

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Content Organization: Nevada State Content Standards for the area of social studies are categorized within four areas: History, Geography, Civics and Economics.

History

Content Standard 1.0: Chronology – *Students use chronology to organize and understand the sequence and relationship of events.*

Content Standard 2.0: History Skills – *Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis and in decision making.*

Content Standard 3.0: Prehistory to 400 CE – *Students understand the development of human societies, civilizations, and empires through 400 CE.*

Content Standard 4.0: 1 CE to 1400 – *Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.*

Content Standard 5.0: 1200 to 1750 – *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

Content Standard 6.0: 1700 to 1865 – *Students understand the people, events, ideas and conflicts that led to the creation of new nations and distinctive cultures.*

Content Standard 7.0: 1860 to 1920 – *Students understand the importance and impact of political, economic, and social ideas.*

Content Standard 8.0: The Twentieth Century, a Changing World: 1920-1945 - *Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.*

Content Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990 - *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

Content Standard 10.0: New Challenges, 1990 to the Present - *Students understand the political, economic, social and technological issues challenging the world as it approaches and enters the new millennium.*

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Geography

Content Standard 1.0: The World in Spatial Terms – *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

Content Standard 2.0: Places and Regions – *Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.*

Content Standard 3.0: Physical Systems – *Students understand how physical processes shape Earth’s surface patterns and ecosystems.*

Content Standard 4.0: 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.*

Content Standard 5.0: Environment and Society – *Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

Content Standard 6.0: Geographic Applications – *Students apply geographic knowledge of people, places and environments to interpret the past, understand the present and plan for the future.*

Content Standard 7.0: Geographic Skills – *Students ask and answer geographic questions by acquiring, organizing and analyzing geographic information.*

Civics

Content Standard 1.0: Rules and Law – *Students know why society needs rules, laws and governments.*

Content Standard 2.0: The U.S. Government – *Students know the United States Constitution and the government it creates.*

Content Standard 3.0: National and State Government – *Students can explain the relationship between the states and national government.*

Content Standard 4.0: The Political Process – *Students describe the roles of political parties, interest groups, and public opinion in the democratic process.*

Content Standard 5.0: Citizenship – *Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.*

Content Standard 6.0: State and Local Government – *Students know the structure and functions of state and local government.*

Content Standard 7.0: Political and Economic Systems – *Students explain the different political and economic systems in the world.*

Content Standard 8.0: International Relations – *Students know the political and economic relationship of the United States and its citizens to other nations.*

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Economics

Content Standard 1.0: The Economic Way of Thinking – *Students will use fundamental economic concepts, including scarcity, choice, cost, incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.*

Content Standard 2.0: Measuring U.S. Economic Performance – *Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.*

Content Standard 3.0: Functioning of Markets – *Students will demonstrate an understanding of how markets work, including and understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.*

Content Standard 4.0: Private U.S. Economic Institutions – *Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.*

Content Standard 5.0: Money – *Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.*

Content Standard 6.0: The U.S. Economy as a Whole – *Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation's production, income, unemployment, and price levels; and leads to variations in individual income levels.*

Content Standard 7.0: An Evolving Economy – *Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy's structure and performance.*

Content Standard 8.0: The Role of Government in a Market Economy – *Students will explain the role of government in a market economy.*

Content Standard 9.0: The International Economy – *Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.*

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History

Grade: Fifth

Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: Chronology			
1.5.1	Identify current events from multiple sources.	I		
1.5.2	Record events on a graphic organizer, such as a calendar or time line.	I	HB p29	G 7.5.4; M 7.8
2.0	Content Standard: History Skills			
2.5.1	Ask a historical question and identify resources to be used in research.	I		E 11.5.1 E 11.5.2 E 11.5.3
3.0	Content Standard: Pre-History to 400 CE			
3.5.1	Define hunter-gatherer.	E	HB Chapter 2	
4.0	Content Standard: 1 CE to 1400			
4.5.1	Identify explorations of Vikings in North America.	I	HB Chapter 3	G2.5.5 G4.5.3 G6.5.1

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
5.0	Content Standard: 1200 to 1750			
5.5.6	Describe Native North American life prior to European contact, such as: clothing, communication, family, food, shelter, transportation, and tools.	I	HB Chapter 2	G2.5.1 G4.5.8 G5.5.4
5.5.7	Describe expeditions of early explorers including: Christopher Columbus and Ferdinand Magellan	I	HB Chapter 3	G4.5.3 G6.5.1
5.5.8	Describe relationships among Native Americans, Europeans, and Africans.	E	HB Chapter 4, 8	G4.5.3 G4.5.9
5.5.11	Describe colonial life in North America	I	HB Chapter 6, 7	Ec5.5.4 G2.5.5 G4.5.3
6.0	Content Standard: 1700 to 1865			
6.5.4	Identify the events that led to the Declaration of Independence.	E	HB Chapter 7, 8	C1.5.2 G2.5.5 G6.5.1
6.5.5	Identify key people of the American Revolution, including: George Washington and Ben Franklin	E	HB Chapter 8, 9	
6.5.21	Identify the Civil War and the final outcome, including: Union and Confederacy, Generals Grant and Lee	I	HB Chapter 13, 14	G2.5.5 G4.5.6 G4.5.9 G6.5.1 G6.5.3

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Geography

Grade: Fifth

Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: The World in Spatial Terms			
1.5.3	Read and derive geographic information from photographs, maps, graphs, and computer resources.	E	HB throughout	E 4.5.1 H 1.5.2 M 5.5.1 M 7.8 S 11.5.2 S 13.5.2
1.5.6	Answer spatial questions about a map using basic geographic vocabulary.	E	HB throughout	
1.5.8	Label a map of the U.S. with the names of the fifty states and major cities such as Washington D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, and New York.	I	HB	
2.0	Content Standard: Places and Regions			
2.5.5	Identify and describe the locations of selected historical events.	I	HB throughout	E 3.5.3 H4.5.1 H 5.5.11 H 6.5.4 H 6.5.17 H 6.5.21

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
3.0	Content Standard: Physical Systems			
3.5.5	Investigate an ecosystem by asking and answering geographic questions	I		S 15.5.1 S15.5.2 S15.5.3 S15.5.4 S17.5.2
4.0	Content Standard: Human Systems			
4.5.1	Explain differences in population distribution within the United States.	I	HB p.R10-13	
4.5.9	Describe issues of cooperation and conflict within the United States.	I	HB	C5.5.6 H6.5.21 H10.5.3
5.0	Content Standard: Environment and Safety			
5.5.1	Describe ways in which changes in the physical environment affect humans.	E	HB Chapter 1	S10.5.2 S12.5.1 S13.5.3 S16.5.3
5.5.4	Explore the impact of human modification of the physical environment on the people who live in that location	E	HB	S10.5.2 S13.5.3 S15.5.1 S17.5.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
6.0	Content Standard: Geographic Applications			
6.5.1	Describe how the physical setting influenced an event in the past.	I	HB	H4.5.1 H5.5.7 H6.5.4 H6.5.21
7.0	Content Standard: Geographic Skills			
7.5.4	Investigate and interpret information from a variety of geographic sources.	E		E6.5.1 E11.5.2 H1.5.2 M5.5.4 M6.8.9 S18.5.2
7.5.5	Draw a conclusion by presenting geographic information in an oral or written report accompanied by maps or graphics.	E		E6.5.3 E6.5.7 E10.5.3 E11.5.5 M5.5.1 M5.5.6 M7.8

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Civics

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: Rules and Law			
1.5.2	Identify the Declaration of Independence and the U.S. Constitution as written documents that are the foundation of the US government	I	HB Chapter 8, 9	H 6.5.4
2.0	Content Standard: The U.S. Government			
2.5.1	Identify the three branches of government (as set forth in the US Constitution).	E	HB Chapter 9	
2.5.2	Name the two houses of the US Congress.	E	HB Chapter 9	
2.5.3	Identify the powers of the US Congress, such as power to tax, declare war, and impeach the President.	I	HB Chapter 9	
2.5.4	Identify the duties of the President.	I	HB Chapter 9	
2.5.5	Identify the Supreme Court as the highest court in the land.	E	HB Chapter 9	
4.0	Content Standard: The Political Process			
4.5.2	Name the two major political parties.	I	HB Chapter 19	

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
5.0	Content Standard: Citizenship			
5.5.3	Describe the symbolic importance of the Fourth of July and the Pledge of Allegiance	I	HB Chapter 8, 15	H6.5.4 H6.5.5
5.5.4	Identify the Bill of Rights.	I	HB Chapter 10	
5.5.6	Identify ways conflicts can be resolved in a peaceful manner that respects individual rights.	E		G4.8.9 H9.5.8 S18.5.4
6.0	Content Standard: State and Local Government			
6.5.1	Explain why local governments are created within states.	E	HB Chapter 9	
6.5.3	Name the three branches of state government.	E	HB Chapter 9	
8.0	Content Standard: International Relations			
8.5.1	Identify the countries bordering the United States	I	HB Chapter 20	

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Economics

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
1.0	Content Standard: The Economic Way of Thinking			
1.5.1	Describe how scarcity requires a person to make a choice and identify a cost associated with the decision.	E		S 16.5.4
1.5.2	Demonstrate an understanding that people may respond to the same incentives in different ways because they may have different perspectives.	E		S 7.3.1
1.5.3	Demonstrate an understanding that choosing a little more or a little less generates either a benefit or a cost.	E		E 4.3.2
2.0	Content Standard: Measuring U.S. Economic Performance			
2.5.4	Define inflation and deflation and explain how they affect individuals.	E	HB Chapter 9, 19	
3.0	Content Standard: Functioning of Markets			
3.5.1	Explain why trade must be mutually beneficial.	E		S 19.5.4 S 21.5.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
3.5.2	Demonstrate an understanding of supply and demand in a market.	E	HB Chapter 3, 6	S 23.5.1
3.5.3	Contrast the effects of price changes on the behavior of buyers and sellers.	E		S 23.5.1
5.0	Content Standard: Money			
5.5.1	Explain why it is easier for people to save and trade using money rather than using other commodities.	E		S 19.5.4 S 21.5.3
6.0	Content Standard: The U.S. Economy as a Whole			
6.5.2	Demonstrate an understanding that an individual can be both a consumer and a producer.	E		
7.0	Content Standard: An Evolving Economy			
7.5.6	Explain why specialization increases productivity and interdependence.	E	HB Chapter 1, 4, 5, 6	S 19.5.4 S 21.5.3
9.0	Content Standard: The International Economy			
9.5.1	Explain why the U.S. imports and exports goods.	E	HB Chapter 6	G 4.5.5 S 19.5.4 S 21.5.3

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Content Standard	Skills/Concepts	Priority Level	Resources	Interdisciplinary Links
9.5.2	Describe how the exchange of goods and services around the world creates interdependence among people in different places (such as the production of a candy bar requires ingredients from different countries around the world).	E	HB Introduction and Chapter 6	C 8.5.2 G 4.5.5 G 4.5.7
9.5.4	Give the value of the U.S. dollar in terms of the currencies of other countries.	E		M 1.5.2