

**IDAHO CONTENT STANDARDS
GRADE 5
SOCIAL STUDIES**

Students are expected to know content and apply skills from previous grades.

Standard 1: History

Students in Grade 5 build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, and identify the role of American Indians in the development of the United States.

Goal 1.1: Build an understanding of the cultural and social development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.1.1 Describe the interactions between European colonists and established societies in North America. (452.01d)
- 5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States. (452.01b)
- 5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history. (452.01c)
- 5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history. (452.01e)
- 5.SS.1.1.5 Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.
- 5.SS.1.1.6 Discuss the causes and effects of various compromises and conflicts in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.2.1 Discuss the religious, political, and economic motives of voluntary European immigrants to the United States. (449.01a)
- 5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States. (449.01c)
- 5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion. (449.01d)
- 5.SS.1.2.4 Discuss the significant American Indian groups encountered in western expansion. (449.01e)
- 5.SS.1.2.5 Discuss the significant individuals who took part in western expansion. (449.01f)
- 5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion. (450.01b)

Goal 1.3: Identify the role of American Indians in the development of the United States.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.
- 5.SS.1.3.2 Identify examples of American Indian individual contributions and influences.
- 5.SS.1.3.3 Define the terms treaty, reservation and sovereignty.
- 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:
 - 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.

Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.

No objectives at this grade level

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

Students in Grade 5 analyze the spatial organizations of people, places and environment on the earth's surface.

Goal 2.1: Analyze the spatial organizations of people, places and environment on the earth's surface.

Objective(s): By the end of Grade 5, the student will be able to:

- 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)
- 5.SS.2.1.2 Identify the regions of the United States and their resources. (458.01b)
- 5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map. (458.01c)
- 5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U.S. Territories.

Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

No objectives at this grade level

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

Students in Grade 5 explain basic economic concepts, identify different influences on economic systems, and explain the concepts of good personal finance.

Goal 3.1: Explain basic economic concepts.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.1.1 Describe examples of improved transportation and communication networks and how they encourage economic growth. (456.01c)
- 5.SS.3.1.2 Explain the concepts of tariffs, taxation, and embargo.
- 5.SS.3.1.3 Describe the basic characteristics of a market.

Goal 3.2: Identify different influences on economic systems.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.2.1 Discuss the economic policies of England that contributed to the revolt in the North American colonies. (457.01a)

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.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.3.4.1 Identify economic incentives for entrepreneurship.
- 5.SS.3.4.2 Explain the impact of taxation on personal finance.

Standard 4: Civics and Government

Students in Grade 5 build an understanding of the foundational principles of the American political system, the organization and formation of the American system of government, that all people in the United States have rights and assume responsibilities, and the evolution of democracy.

Goal 4.1: Build an understanding of the foundational principles of the American political system.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.
- 5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence. (453.01c)
- 5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government. (453.01d)
- 5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, such popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism. (453.01e)

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system. (454.01b)
- 5.SS.4.2.2 Identify the three branches of government and the functions and powers of each. (454.01a)

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.3.1 Name the President and Vice President of the United States and the United States senators and congressional representatives from Idaho.
- 5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens. (455.01a)
- 5.SS.4.3.3 Describe ways in which citizens participate in public life. (455.01b)

Goal 4.4: Build an understanding of the evolution of democracy.

Objective(s): By the end of Grade 5, the student will be able to:

- 5.SS.4.4.1 Explain how the United States is a democratic republic. (453.01f)
- 5.SS.4.4.2 State the difference between direct democracy and the constitutional representative democracy of today's United States. (447.01b)
- 5.SS.4.4.3 Discuss the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. (447.01a)

Goal 4.5: Build an understanding of comparative government.

No objectives at this grade level

Standard 5: Global Perspectives

Students in Grade 5 build an understanding of multiple perspectives and global interdependence.

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

Objectives(s): By the end of Grade 5, the student will be able to:

- 5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.
- 5.SS.5.1.2 Define a nation.
- 5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.
- 5.SS.5.1.4 Discuss how nations try to resolve problems peacefully.
- 5.SS.5.1.5 Identify the role of the United States in a global economy.