

SOCIAL STUDIES Fifth Grade (Focus: United States, Canada, Mexico and selected regions of Central America)

VALUES AND ATTITUDES	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none">• Life and Dignity of the Human Person• Call to Family, Community and Participation• Rights and Responsibilities• Option for the Poor and Vulnerable• The Dignity of Work and The Rights of Workers• Solidarity• Care for God's Creation.
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DIOCESAN STRAND A Catholic Ideals

OBJECTIVES
Importance of family life, Catholic values and attitudes <ul style="list-style-type: none">• Recognize each call to stewardship: sharing gifts of time, talent and treasure.• Demonstrate gospel values in group activities.• Name contributions of key Catholics in the United States, Canadian, and Latin American history.

DIOCESAN STRAND B Citizenship, Civics and Government

OBJECTIVES
Focus: United States, Canada, Mexico and selected regions of Central America Political and social institutions in North America <ul style="list-style-type: none">• Introduce major documents that formed the idea of constitutional government.• Compare and contrast the local, state, and national levels of government in the United States.• Explain the legislative, executive, and judicial functions.• Describe changes in the United States government over time.• Compare and contrast the United States government with the governments of focus countries.• Discuss political parties and their role in society.• Discuss the role of public education in the United States.• Discuss the role of parochial education in the United States.• Compare and contrast the educational structure of the United States to those of focus countries.• Describe different types of families.• Compare and contrast the role the family plays in the societal structures of the focus countries.

DIOCESAN STRAND C History

OBJECTIVES

Focus: United States, Canada, Mexico and selected regions of Central America

Key developments in United States history and their impact

- Define the role of a historian.
- Explain the settlement of groups in different regions of the United States.
- Describe the past and present contributions of diverse cultures to the United States.
- Describe the causes and effects of the American Revolution.
- Analyze the influence of the American Revolution on the adoption of the Articles of Confederation, Constitution, and the Bill of Rights.
- Describe the impact of wars and conflicts on United States citizens through the American Revolution.
- Evaluate the effectiveness of civil rights and social movements throughout United States history.
- Compare and contrast changes in rural and urban settlement in the focus countries.
- Explore the development of the United States as a world leader.
- Explore the impact of United States relationships with other focus countries.
- 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.
- Trace the events that led to the establishment of the United States.
- Identify the unique heritage of democracy, religious freedom, civil liberty, and free enterprise expressed in the Declaration of Independence and the Constitution.

Characteristics of people of the Western Hemisphere

- Identify, locate, and describe major groups of people, past and present, in the United States, Canada, and Latin America.
- Describe similarities and differences among the people of the United States, Canada, and Latin America.

Influence of major religions, ethical beliefs, and aesthetic values on life in the United States, Canada, and Latin America

- Describe evolving art forms and aesthetic values and assess their influence on life in the United States, Canada, and Latin America.
- Evaluate the influence of beliefs, individuals, and practices associated with major religions in the United States, Canada, and Latin America, with emphasis on the Catholic Church.

Changes in ways of living.

- Identify and describe changes which have occurred in ways of living in the United States, Canada, and Latin America.
- Identify examples of cultural transmission and interaction within and among the regions of the Western Hemisphere.
- Evaluate the effects of change on the lives of the people of the United States, Canada, and Latin America.
- Identify people, symbols, and events associated with the heritage of United States, Canada, and Latin America.
- Discover current issues affecting daily life in the United States, Canada and Latin America.
- Apply knowledge of historical situations to current events.

- Identify different points of view on a current issue.
- Interpret information about life in the US presented in graphs, charts, maps, polls, pictures, and cartoons.

Influence of inventions and technology

- Explore the meaning of technology as it encompasses discoveries from the first primitive tools to today's personal computer. NC6.01
- Relate how certain technological discoveries have changed the course of history.
- Forecast how technology can be managed to provide the greatest benefits.
- Determine how to preserve fundamental values and beliefs in an ever growing technologically oriented society.
- Compare and contrast the changes that technology has brought to the focus countries.
- Predict future trends and benefits in technology management.

DIOCESAN STRAND D Geography

OBJECTIVES

Focus: United States, Canada, Mexico and selected regions of Central America

Geographic concepts as they apply to United States and other countries of North America

- Introduce and apply 5 themes of geography.
- Identify symbols and use scale to measure distance on maps and globes.
- Use latitude and longitude to measure distance, determine direction, and locate points on a map.
- Use symbols on maps and globes to identify and interpret data.
- Describe the absolute and relative location of major landforms, bodies of water, and natural resources.
- Analyze how absolute and relative location influence ways of living.
- Compare and contrast the physical and cultural characteristics.
- Explain how people adapt to, modify, and use their physical environment.
- Analyze the past movement of people, goods, and ideas within and compare it to movement today.
- Analyze causes and consequences of the misuse of the physical environment and propose alternatives.
- Assess how changes in the movement of people, goods, and ideas have affected ways of living in the Western Hemisphere.
- Describe the influence of geography and climate on people.
- Describe their varied customs and folklore traditions.
- Compare and contrast various geographical features.
- Analyze the impact of geography on United States settlements and their development.
- Demonstrate/evaluate the influences of physical features on national development.

DIOCESAN STRAND E Economics

OBJECTIVES

Focus: United States, Canada, Mexico and selected regions of Central America

Allocation and use of economic resources of the United States and neighboring countries

- Analyze the economics of the colonies and the westward expansion, their relationship to each other, their European roots, and the influence of Native Americans.
- Categorize economic resources as human, natural, or capital and assess their long-term availability.
- Introduce the economic effects of the unequal distribution of natural resources.
- Introduce economic institutions.
- Describe the ways in which the economies are interdependent and assess the impact of increasing international economic interdependence.
- Evaluate the influence of discoveries, inventions, and innovations on economic interdependence.
- Examine the different economic systems, traditional, command, and market, developed in selected countries of North America.
- Asses the effectiveness of the different economic systems in meeting basic needs.
- Describe the ways the United States and its neighbors specialize in economic activities.
- Relate the economic activities to increased production and consumption.
- Cite examples and economic effects of surplus and scarcity in the American market.
- Compare/contrast importance of technology and industrialization.

Economic relationships in the Western Hemisphere

- Describe the economic and social differences between developed and developing regions.
- Explain how and why population distribution differs within.
- Describe the characteristics of economies in the United States, Canada, and Latin America and how they have changed over time.
- Evaluate the influence of discoveries, inventions, and technological innovations on economic interdependence.
- Discuss the impact of Catholic social teaching on economic issues.

DIOCESAN STRAND F Cultures, Customs and Diversity

OBJECTIVES

Focus: United States, Canada, Mexico and selected regions of Central America

Role of ethnic groups in the development of the United States and neighboring countries

- Locate and describe people of diverse ethnic and religious cultures, past and present.
- Describe the migration patterns of diverse ethnic groups and their contributions to the US.
- Examine how changes in the movement of people, goods, and ideas have affected ways of living.
- Identify examples of cultural interaction within and among the regions.

- Describe the religious and ethnic impact of settlement on different regions.
- Compare and contrast the roles various religious and ethnic groups have played in the development.
- Compare United States art forms to various art forms in focus countries.
- Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.
- Determine factors from past and current events that influence the future of cultures in the Western world.
- Identify customs/ethnic heritage that influence values.
- Describe common values, beliefs, traditions, and customs that link people of the US.
- Identify and evaluate factors which develop pride in community and country.

SKILLS APPLICATION

Kindergarten through Eighth Grade

*Skills should be applied as appropriate to the developmental stage of the student.
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

APPLICATION*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>