

## SOCIAL STUDIES

### Essential Discipline Goals

*Demonstrate commitment to human dignity, justice, and democratic process. Work cooperatively and accept group decisions while respecting individual rights. Develop common culture.*

#### Grade Five

##### **ss.500.10 Political Science**

*Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.*

##### **SS.500.10.01** The Foundations and Function of Government

**SS.500.10.01.a** Examine the early foundations, functions, and purposes of government.

**SS.500.10.01.a.1** Describe how European policies affected the interactions of explorers and colonists with Native Americans, such as the French and Indian War.

**SS.500.10.01.a.2** Describe how Europe's philosophies and policies affected the political structure of the early American Colonies.

**SS.500.10.01.a.3** Explain the characteristics of limited/unlimited governments such as monarchies and democracies.

**SS.500.10.01.a.4** Identify how democratic principles, such as rule of law, consent of the governed, representative democracy, and the limitation of power influenced our founding documents.

**SS.500.10.01.a.5** Explain the early democratic ideas and practices that emerged during the early colonial period, including the significance of representative assemblies and town meetings.

**SS.500.10.01.b** Analyze the historic events, documents, and practices that are the foundations of our political system.

**SS.500.10.01.b.1** Explain early examples of self-government, such as the Mayflower Compact and the House of Burgesses.

**SS.500.10.01.b.2** Analyze the principles articulated in the Articles of the Confederation and the successes and failures in meeting the challenges of governing.

**SS.500.10.01.b.3** Describe the significance of principles in the development of the Declaration of Independence,

Articles of Confederation, Preamble, U.S. Constitution, and Bill of Rights.

**SS.500.10.01.b.4** Describe the three branches of government and their individual roles and responsibilities, such as separation of powers and checks and balances.

**SS.500.10.01.c** Analyze the roles of colonial government regarding public policy and issues.

**SS.500.10.01.c.1** Explain the effect that regional interests and perspectives had on shaping government policy, such as middle class vs. gentry, plantation owners vs. proprietors.

**SS.500.10.01.c.2** Analyze how geographic information influenced the formation of policy, such as the Proclamation of 1763.

**SS.500.10.02** Individual and Group Participation in the Political System

**SS.500.10.02.a** Analyze how individuals' roles and perspectives shape the American political system.

**SS.500.10.02.a.1** Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, George Washington.

**SS.500.10.02.a.2** Analyze how individuals with varying economic and regional interest contributed to the federalist and antifederalists perspectives and influenced government.

**SS.500.10.02.b** Analyze the importance of civic participation as a citizen of the United States.

**SS.500.10.02.b.1** Analyze the usefulness of various sources of information used to make political decisions.

**SS.500.10.02.b.2** Compare ways people can participate in the political process including voting, petitioning elected officials, and volunteering.

**SS.500.10.03** Protecting Rights and Maintaining Order

**SS.500.10.03.a** Describe individual rights and responsibilities in the United States.

**SS.500.10.03.a.1** Describe responsibilities associated with certain basic rights of citizens, such as freedom of speech, religion, and press, and explain why these responsibilities are important.

**SS.500.10.03.a.2** Describe the power and responsibility of the Supreme Court including the power of judicial review.

**SS.500.10.03.b** Evaluate how the United States government protects the rights of individuals and groups.

**SS.500.10.03.b.1** Explain how the United States government

- protected the rights of individuals and groups.
- SS.500.10.03.b.2** Explain the balance between providing for the common good and protecting individual rights.
- SS.500.10.03.b.3** Explain how government increases protection and order during times of crisis, such as natural disasters and threats to national security.
- SS.500.10.03.c** Examine the principle of due process.
  - SS.500.10.03.c.1** Describe the due process protections in the Bill of Rights.

## **ss.500.20 Peoples of the Nation and World**

*Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and historic perspective.*

### **SS.500.20.01** Elements of Culture

**SS.500.20.01.a** Describe the various cultures of colonial societies and how the environment influenced them.

**SS.500.20.01.a.1** Describe how native societies expressed their culture through music, oral traditions, art, and dance.

**SS.500.20.01.a.2** Describe the impact of location on the Native American way of life.

**SS.500.20.01.a.3** Analyze the religious beliefs of early settlers, the motives for migration, and the difficulties encountered in early settlements.

**SS.500.20.01.a.4** Define the social, political, and religious components of the early colonies.

### **SS.500.20.02** Cultural Diffusion

**SS.500.20.02.a** Analyze how native societies were influenced by the diverse cultures of the explorers and settlers.

**SS.500.20.02.a.1** Compare perspectives of Native American societies and the European explorers.

**SS.500.20.02.a.2** Describe how cultures changed as a result of Native American and European interaction.

**SS.500.20.02.b** Analyze how increased diversity in the colonies resulted from immigration, settlement patterns, and economic development.

**SS.500.20.02.b.1** Analyze how the influx of immigrants led to economic growth and cultural diversity.

**SS.500.20.02.b.2** Provide examples of how cultures borrow and share traditions and technology.

### **SS.500.20.03** Conflict and Compromise

**SS.500.20.03.a** Analyze factors that affected relationships in the colonial period.

- SS.500.20.03.a.1** Analyze how conflict affected relationships among individuals and groups, such as early settlers, Native Americans, free, and enslaved people.
- SS.500.20.03.a.2** Explain how conflict was resolved between groups of people during the American Revolution including individuals and groups, such as the Patriots vs. Loyalists.
- SS.500.20.03.a.3** Explain how conflict was or was not resolved among different groups of people during the Constitutional Convention.
- SS.500.20.03.a.4** Investigate the causes of contemporary conflict and compromise.

### **ss.500.30 Geography**

*Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.*

#### **SS.500.30.01** Using Geographic Tools

**SS.500.30.01.a** Use geographic tools to locate places and describe human and physical characteristics in Colonial America.

- SS.500.30.01.a.1** Construct and interpret a variety of maps of colonial America using map elements.
- SS.500.30.01.a.2** Use a variety of maps, atlases, and globes to identify physical features of colonial settlements.
- SS.500.30.01.a.3** Describe geographic characteristics of colonial America using maps and photographs.
- SS.500.30.01.a.4** Compare geographic locations and physical features of settlements in early America, such as the thirteen colonies, Jamestown, Plymouth, St. Mary's City, Boston, Philadelphia, Charleston, and New York City.

#### **SS.500.30.02** Geographic Characteristics of Places and Regions

**SS.500.30.02.a** Examine the similarities and differences of regions in Colonial America.

- SS.500.30.02.a.1** Compare the natural/physical and human characteristics of the three colonial regions: New England, Middle, and Southern.
- SS.500.30.02.a.2** Describe how geographic characteristics of a place or region changed from early settlements through the colonial period.
- SS.500.30.02.a.3** Explain how geographic characteristics affect how people live, work, and the population distribution of a place or region.

**SS.500.30.03** Movement of People, Goods, and Ideas

**SS.500.30.03.a** Describe and analyze population growth, migration, and settlement patterns in Colonial America.

**SS.500.30.03.a.1** Explain how geographic characteristics influenced settlement patterns in colonial America.

**SS.500.30.03.a.2** Analyze the consequences of immigration to the colonies and migration between the colonies, such as Europeans and Africans immigrating to the east coast of the United States.

**SS.500.30.03.a.3** Explain the importance of shipping and trading to the economic development of the colonies, such as Triangular Trade.

**SS.500.30.04** Modifying and Adapting to the Environment

**SS.500.30.04.a** Explain why and how people adapt to and modify the natural environment and the impact of those modifications.

**SS.500.30.04.a.1** Compare ways Native American societies used the natural environment for food, clothing, and shelter.

**SS.500.30.04.a.2** Describe ways that colonists in the New England, Middle, and Southern regions adapted to and modified the environment, such as the uses of the grist mill, water wheels, and plantation farming.

**SS.500.30.04.a.3** Explain how the geographic characteristics of the colonial regions influenced the way colonists adapted to and modified their environments and how these modifications sometimes created environmental problems.

**SS.500.40 Economics**

*Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.*

**SS.500.40.01** Scarcity and Economic Decision-making

**SS.500.40.01.a** Explain that people made choices because resources were limited relative to economic wants for goods and services in Colonial America.

**SS.500.40.01.a.1** Identify the costs, including opportunity cost, and the benefits of colonial decisions, such as whether or not to buy products on which British taxes were imposed.

**SS.500.40.01.b** Analyze how limited economic resources were used to satisfy economic wants in Colonial America.

**SS.500.40.01.b.1** Explain how limited resources and unlimited economic wants caused colonists to choose certain goods and

services and give up others.

**SS.500.40.01.b.2** Explain how available resources affected specialization and trade in colonial America.

**SS.500.40.01.b.3** Explain how available economic resources, production, and consumer wants changed over time in the colonies, such as in the 1650s compared to 1750s and before vs. during the Revolutionary War.

**SS.500.40.01.b.4** Identify the benefits and costs, including opportunity cost of remaining a British colony vs. fighting for independence and economic freedom.

**SS.500.40.01.c** Analyze how technological changes affected production and consumption in Colonial America.

**SS.500.40.01.c.1** Explain how the development of new products and new technologies affected exploration and the way people lived in Colonial America.

**SS.500.40.01.c.2** Explain how technology changed the production of goods and services, such as wheat/grist mills, crops/farm equipment, horseshoe/artisan tools, and candles/candle molds.

**SS.500.40.01.d** Analyze the consequences of specialized work on interdependence, trade, and economic growth.

**SS.500.40.01.d.1** Identify economic activities of Native American societies, including trade, that lived in colonial America.

**SS.500.40.01.d.2** Explain the consequences of specialization and interdependence using the triangular trade routes.

**SS.500.40.01.d.3** Analyze examples of regional specialization and how it contributed to economic growth through the colonies.

**SS.500.40.02** Economic Systems and the Role of Government in the Economy

**SS.500.40.02.a** Describe the types of economic systems in colonial America.

**SS.500.40.02.a.1** Describe how political decisions in colonial America impacted the supply of and demand for natural resources and manufacture goods.

**SS.500.40.02.a.2** Identify examples of tradition in the colonial economy, such as the economic roles of men and women.

**SS.500.40.02.a.3** Identify examples of command decisions in the colonial economy, such as the imposition of the Stamp Act and the Tea Act.

**SS.500.40.02.b** Describe the influence of British government on the colonial economy.

- SS.500.40.02.b.1** Describe the effects of British taxation on the colonial economy.
- SS.500.40.02.b.2** Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes.
- SS.500.40.02.b.3** Evaluate the trade-offs of British protectionism.
- SS.500.40.02.c** Describe the role of money and barter in colonial trade.
  - SS.500.40.02.c.1** Compare the benefits of a money economy compared to a barter economy.

## **SS.500.50 History**

*Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.*

### **SS.500.50.01** Individuals and Societies Change Over Time

- SS.500.50.01.a** Analyze the chronology and significance of key historical events during the age of European exploration.
  - SS.500.50.01.a.1** Identify the origin, destination, and goals of the North American explorers.
  - SS.500.50.01.a.2** Explain the results of the interactions between European explorers and North American natives.
  - SS.500.50.01.a.3** Describe the major settlements in pre-colonial America.
- SS.500.50.01.b** Analyze the chronology and the significance of key historical events leading to early settlements in Colonial America.
  - SS.500.50.01.b.1** Describe the major settlements in pre-colonial America.
  - SS.500.50.01.b.2** Analyze how key historical events impacted Native American societies.

### **SS.500.50.02** Emergence, Expansion, and Changes in Nations and Empires

- SS.500.50.02.a** Analyze the growth and development of colonial America.
  - SS.500.50.02.a.1** Explain the significance and chronology of key historical events during the age of European exploration.
  - SS.500.50.02.a.2** Describe the religious, political, and economic motives of individuals who migrated to North America and the difficulties they encountered.
  - SS.500.50.02.a.3** Compare the political, economic, and social lives of people in the New England, Middle and Southern States.
  - SS.500.50.02.a.4** Describe the different roles and viewpoints of individuals and groups, such as women, men, free and enslaved Africans, and Native Americans during the Revolutionary period.

**SS.500.50.03** Conflict between Ideas and Institutions

**SS.500.50.03.a** Analyze the causes of the American Revolution.

**SS.500.50.03.a.1** Explain the viewpoints of Patriots and Loyalists regarding British colonial policy after the Seven Years' War.

**SS.500.50.03.a.2** Identify and sequence key events between the French and Indian War and the American Revolution.

**SS.500.50.03.b** Analyze the effects of the American Revolution.

**SS.500.50.03.b.1** Describe how the revolution altered colonial and national governments.

**SS.500.50.03.b.2** Describe individual freedoms that resulted from the conflict.

**SS.500.50.03.b.3** Compare the system of government under the Articles of Confederation and the Constitution.

**SS.345.60 Personal Financial Literacy**

**MAKE INFORMED, FINANCIALLY RESPONSIBLE DECISIONS** *Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.1.5.A** Explain that people make financial choices based on available resources, needs, and wants.

**SS.345.60.1.5.A.1** Explain the consequences of making financial decisions.

**SS.345.60.1.5.A.2** Identify opportunity cost of financial decisions made by individuals.

**SS.345.60.1.5.A.3** Apply the steps in the decision-making process to a financial situation.

**SS.345.60.1.5.A.4** Describe the concept of financial obligations, such as borrowing and "IOUs".

**SS.345.60.1.5.B** Explain attitudes, assumptions and patterns of behavior regarding money, saving, investing, and work and how they affect personal consumer decisions.

**SS.345.60.1.5.B.1** Identify factors that affect personal financial decisions and actions.

**SS.345.60.1.5.B.2** Explain philanthropy, volunteer service and charities.

**SS.345.60.1.5.C** Apply financial knowledge, attitudes, and skills.

**SS.345.60.1.5.C.1** Develop and apply financial literacy vocabulary.

**SS.345.60.1.5.C.2** Describe different ways in which consumers plan their purchasing decisions.

**SS.345.60.1.5.C.3** Identify personal financial goals.

**SS.345.60.1.5.C.4** Identify examples of responsible financial decision.

**SS.345.60.1.5.D** Describe different types of retail markets.

**SS.345.60.1.5.D.1** Describe market situations where buyers and sellers meet to

exchange goods and services.

**SS.345.60.1.5.D.2** Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.

**RELATE CAREERS, EDUCATION, AND INCOME** *Students will relate choices regarding their education and career paths to earning potential.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.2.5.A** Compare the relationships among education, skills, career choices, economic conditions, and income.

**SS.345.60.2.5.A.1** Describe how education choices, interests, skills, and career choices affect income.

**SS.345.60.2.5.A.2** Differentiate between a job and a career.

**SS.345.60.2.5.A.3** Describe the benefits and trade-offs of a variety of careers including personal satisfaction.

**SS.345.60.2.5.A.4** Describe how personal characteristics and interests affect career decisions.

**SS.345.60.2.5.B** Describe sources of income.

**SS.345.60.2.5.B.1** Identify potential sources of income.

**SS.345.60.2.5.B.2** Describe factors affecting income.

**SS.345.60.2.5.C** Explain the relationship among income, spending decisions, and lifestyle.

**SS.345.60.2.5.C.1** Describe how income affects spending.

**PLAN AND MANAGE MONEY** *Students will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.3.5.A** Demonstrate the ability to use money management skills and strategies by saving for and acquiring goods and services.

**SS.345.60.3.5.A.1** Define and list the components of a spending plan.

**SS.345.60.3.5.A.2** Identify strategies for using a spending plan.

**SS.345.60.3.5.A.3** Develop a spending plan indicating income and expenses.

**SS.345.60.3.5.B** Identify products used at financial institutions.

**SS.345.60.3.5.B.1** Describe the services financial institutions provide, such as checking, and money market accounts.

**SS.345.60.3.5.C** Describe financial goals based on personal values.

**SS.345.60.3.5.C.1** Develop age-appropriate financial goals.

**SS.345.60.3.5.C.2** Identify ways to earn and save for a future event.

**SS.345.60.3.5.D** Understand the purposes and responsibilities related to taxation.

**SS.345.60.3.5.D.1** Explain the meaning and purposes of taxes.

**SS.345.60.3.5.D.2** Describe how taxation affects individuals, families, and communities.

**SS.345.60.3.5.D.3** Explain the reasons for paying taxes.

**SS.345.60.3.5.E** Describe that contracts are binding agreements.

**SS.345.60.3.5.E.1** Describe why people enter into contracts.

**SS.345.60.3.5.E.2** Differentiate between written and verbal contracts.

**MANAGE CREDIT AND DEBT** *Students will develop skills to make informed decisions about incurring debt and maintaining creditworthiness.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.4.5.A** Identify why people enter into debt.

**SS.345.60.4.5.A.1** List reasons why people borrow.

**SS.345.60.4.5.B** Differentiate credit products from services.

**SS.345.60.4.5.B.1** Describe the concept of a loan.

**SS.345.60.4.5.B.2** Describe the difference between credit products and services.

**SS.345.60.4.5.C** Identify sources of credit.

**SS.345.60.4.5.C.1** Differentiate between credit and debt.

**SS.345.60.4.5.C.2** List sources of credit, such as banks, credit unions, credit card companies, and retail stores.

**SS.345.60.4.5.D** Use Numeracy Skills to explain the cost of borrowing.

**SS.345.60.4.5.D.1** Define interest and explain how it is used.

**SS.345.60.4.5.E** Identify interest rates, fees, and other charges.

**SS.345.60.4.5.E.1** Describe the different types of payment methods, such as bartering, cash, check, credit card, and debit card.

**SS.345.60.4.5.E.2** Identify uses of a credit card and a debit card.

**SS.345.60.4.5.F** Describe creditworthiness.

**SS.345.60.4.5.F.1** Explain how character, capacity, and capital relate to borrowing.

**CREATE AND BUILD WEALTH** *Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.5.5.A** Compare appropriate financial services and products to specified goals.

**SS.345.60.5.5.A.1** Determine saving goals.

**SS.345.60.5.5.A.2** Describe saving options.

**SS.345.60.5.5.B** Explain strategies for achieving financial goals.

**SS.345.60.5.5.B.1** Differentiate between banked versus unbanked consumers.

**SS.345.60.5.5.B.2** Describe ways that financial institutions protect consumers' money.

**SS.345.60.5.5.B.3** Describe the concept of "time value" of money.

**SS.345.60.5.5.B.4** Differentiate between "working for money" versus "money working for you".

**SS.345.60.5.5.C** Explain the relationships between saving and investing.

**SS.345.60.5.5.C.1** Describe steps involved in saving.

**SS.345.60.5.5.C.2** Describe steps involved in investing.

**SS.345.60.5.5.C.3** Compare saving and investing.

**SS.345.60.5.5.D** Apply the concepts of supply and demand to acquiring goods and

services.

**SS.345.60.5.5.D.1** Describe the concepts of supply and demand.

**SS.345.60.5.5.D.2** Describe how supply and demand affect price.

**MANAGE RISKS AND PRESERVE WEALTH** *Students will develop financial planning skills to minimize financial setbacks.*

**BY THE END OF GRADE 5, STUDENTS WILL:**

**SS.345.60.6.5.A** Indicators and objectives start in the 6-8 grade band.

**SS.345.60.6.5.B** Explain the need for and value of various types of insurance within the life cycle.

**SS.345.60.6.5.B.1** Explain reasons for insurance.

**SS.345.60.6.5.C** Investigate the effects of business practices, including sales techniques.

**SS.345.60.6.5.C.1** Recognize techniques and the effects of advertising.

**SS.345.60.6.5.C.2** Identify business practices that affect the consumer.

**SS.345.60.6.5.C.3** Identify the characteristics of an informed consumer.

**SS.345.60.6.5.D** Explain sources of consumer protection and assistance, including public institutions and private organizations (professionals, publications, and internet).

**SS.345.60.6.5.D.1** Describe and identify types of fraud

**SS.345.60.6.5.D.2** Describe identity theft and how it occurs.

**SS.345.60.6.5.D.3** Describe reasons to keep certain types of information secure and private.