

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Social Studies  
**COURSE TITLE:** Grade 5 Social Studies  
**GRADE LEVEL:** Grade 5  
**PREREQUISITES:** None

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**COURSE DESCRIPTION:** UCSD's fifth grade social studies program focuses on the development of the United States; with an emphasis on Native American studies, explorers, the colonization of America, the American Revolution, and government. Fifth grade students will also be exposed to current events and learn to formulate their own opinions.

**UCSD CONTENT STANDARDS:**

In order for students to achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 5 Social Studies program should be able to...

**Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

**Benchmarks:** Recognize the changing nature of society.  
Identify the influences on individual and group behavior and group decision-making.  
Examine how personality and socialization impact the individual.  
Describe the process of how humans develop, learn, adapt to their environment and internalize their culture.  
Evaluate current social issues to determine how the individual formulates opinions and responds to issues.  
Evaluate social research and information.

**Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**

**Benchmarks:** Explain the role of scarcity and economic trade-offs and how economic conditions impact peoples' lives.  
Describe the functions of economic institutions.  
Compare different governments throughout the world and their influence on economic behavior.

**Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

**Benchmarks:** Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.



Justify how geographic and human characteristics create culture and define regions.

Identify how human factors and the distribution of resources affect the development of society and the movement of populations.

**Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

- Benchmarks:
- Recognize historical patterns, periods of time and the relationships among these elements.
  - Explain how and why people create, maintain, or change systems of power, authority, and governance.
  - Interpret the role of culture and cultural diffusion on the development and maintenance of societies.
  - Justify the role of individuals and groups within a society as promoters of change or the status quo.
  - Understand the effect of economic needs and wants on individual and group decisions.
  - Examine the effects of geographic factors on historical events.
  - Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues.

**Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

- Benchmarks:
- Interpret the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
  - Explain how the government, established by the Constitution, embodies the enduring values and principals of democracy and republicanism.
  - Recognize the purpose and function of each of the three branches of government established by the Constitution.
  - Compare the differences among local, state, and national government.
  - Describe the role of the United States in current world affairs.

**Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

- Benchmarks:
- Apply comprehension strategies while reading content specific informational text.
  - Write informative texts to examine a topic and convey ideas and information clearly.
  - Construct a persuasive argument on a topic and convey ideas and information clearly.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
GRADE 5 SOCIAL STUDIES**

**Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

**Benchmark: Recognize the changing nature of society.**

Indicators: Realize decisions of one generation, including early explorers and Native Americans, can provide opportunities or hardships for future generations. (D)  
Describe how early exploration and colonization impacted Native Americans. (I, D)  
Show how decisions of the founding fathers impacted present-day situations. (I, D)  
Relate past experiences to judgments about new situations. (A)

**Benchmark: Identify the influences on individual and group behavior and group decision-making.**

Indicators: Interpret differing viewpoints of the American Revolution. (A)  
Compare force and compromise in solving conflicts. (I)  
Recognize that stereotyping often leads to more conflicts. (D)  
Explain the role of the states uniting in the American Revolution. (I)

**Benchmark: Examine how personality and socialization impact the individual.**

Indicators: Examine the rights and responsibilities of an American citizen. (I, D)  
Recognize how the Constitution and Bill of Rights impact individuals. (I)

**Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.**

Indicators: Describe the relationship between colonists and Native Americans. (I, D)  
Identify the role of language, stories, folktales, music, and artistic creations as expressions of Native American culture. (R)

**Benchmark: Evaluate current social issues to determine how the individual formulates**



**opinions and responds to issues.**

Indicators: Recognize viewpoints are based on personal beliefs, experiences, and attitudes.  
(R)

**Benchmark: Evaluate social research and information.**

Indicators: Utilize research skills.  
Investigate issues to gather information for a research project.

**Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**

**Benchmark: Explain the role of scarcity and economic trade-offs and how economic conditions impact peoples' lives.**

Indicators: Interpret why early explorers journeyed to new lands. (Silk route, sea route to spices of Asia, to find gold, silver and precious stones, to expand knowledge of the world, to control a larger empire, to expand Christianity, find animal furs) (A)

**Benchmark: Describe the functions of economic institutions.**

Indicators: Describe the loan process. (I, D, A)

**Benchmark: Compare different governments throughout the world and their influence on economic behavior.**

Indicators: Compare the advantages and disadvantages of taxing. (I, D, A)  
Identify the different resources money pays for when buying a good or service. (product, employees, taxes, building, etc.) (I, D, A)

**Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

**Benchmark: Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.**

Indicators: Analyze different geographic tools early explorers used on their explorations. (I, D)  
Explore routes early explorers took on their travels. (I, D, A)

**Benchmark: Justify how geographic and human characteristics create culture and define regions.**



- Indicators: Examine the influence humans had on the development of the American landscape, relating to westward expansion and its impact on Native Americans. (I, D)  
Identify the role of language, stories, folktales, music, and artistic creations as expressions of Native American culture. (I, D)  
Analyze the impact religion had on the culture of colonists. (I)

**Benchmark: Identify how human factors and the distribution of resources affect the development of society and the movement of populations.**

- Indicators: Explain causes and effects of human migration. (D, A)  
Evaluate reasons for the growth and decline of settlements. (I, D)

**Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

**Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.**

- Indicators: Compare and contrast life today to that of colonial times. (D)  
Identify similarities and differences between Native Americans and colonists. (D)  
Explain causes and effects of events within a time period. (Boston Tea Party, Boston Massacre, Taxation) (I, D, A)

**Benchmark: Explain how and why people create, maintain, or change systems of power, authority, and governance.**

- Indicators: Evaluate underlying belief systems of the Constitution and Bill of Rights. (I)  
Describe the consequences of governmental decisions. (I)  
Identify the three types of government (monarchy, democracy, and dictatorship) and how they affect society. (I, D, A)

**Benchmark: Interpret the role of culture and cultural diffusion on the development and maintenance of societies.**

- Indicators: Recognize Native American culture as one that assisted settlers in the colonization of America. (D, A)  
Examine cultural factors that caused the American Revolution. (I)

**Benchmark: Justify the role of individuals and groups within a society as promoters of change or the status quo.**

- Indicators: Identify specific individuals of the American Revolution that impacted history and explain their contribution. (I, D, A)  
Explain how people, events, problems, and ideas were significant in the development of the United States. (I)



**Benchmark: Understand the effect of economic needs and wants on individual and group decisions.**

Indicators: Identify ways in which the work of the colonists differs from the jobs of today. (I, D, A)

**Benchmark: Examine the effects of geographic factors on historical events.**

Indicators: Explore routes early explorers took on their travels. (I, D, A)  
Explain how seasons, climate, and weather affected American colonists. (I)  
Describe varying geographic features and their importance in the development of communities in America. (I)

**Benchmark: Compare cause and effect relationships and other historical thinking skills in order to interpret events and issues.**

Indicators: Explain causes and effects of events within a time period. (Boston Tea Party, Boston Massacre, Taxation) (D, A)  
Interpret the past through differing viewpoints of the time. (D, A)

**Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

**Benchmark: Interpret the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.**

Indicators: Examine the rights and responsibilities of American citizens. (I)  
Recognize main ideas of the Constitution and Bill of Rights. (I)  
Describe how people participate in their government. (I)  
Discuss the importance of voluntarism as a characteristic of American society. (I)

**Benchmark: Explain how the government, established by the Constitution, embodies the enduring values and principals of democracy and republicanism.**

Indicators: Explain the fundamental values and principles of American democracy. (I)  
Summarize the fundamental values and principles of American democracy as expressed in documents such as the Constitution and Bill of Rights. (I, D, A)

**Benchmark: Recognize the purpose and function of each of the three branches of government established by the Constitution.**

Indicators: Explain the duties of the legislative branch. (D)  
Describe the executive branch. (D)  
Recognize how the judicial branch, headed by the Supreme Court, makes decisions concerning laws that aim to protect individual rights. (D)



Compare and contrast the three branches of government. (D, A)

**Benchmark: Compare the differences among local, state, and national government.**

Indicators: Differentiate between the three levels of government (local, state, and national). (D, A)  
Discover the different resources the three levels of government provide. (I)

**Benchmark: Describe the role of the United States in current world affairs.**

Indicators: Describe how the United States interacts with other countries. (A)

**Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

**Benchmark: Apply comprehension strategies while reading content specific informational text.**

Indicators: Employ the full range of comprehension strategies. (D, A)  
List questions and answers to determine understanding of text. (D, A)  
Determine the main idea of text. (D, A)  
Explain how to support the main ideas of text using key details. (D, A)

**Benchmark: Write informative texts to examine a topic and convey ideas and information clearly.**

Indicators: Identify topics and group related information together. (D, A)  
Develop topics with facts, definitions, and details. (D, A)  
Use linking words and phrases to connect ideas within writing. (D, A)  
Compose introductory and concluding statements for sections of writing. (D, A)

**Benchmark: Construct a persuasive argument on a topic and convey ideas and information clearly.**

Indicators: Construct an argument. (D, A)  
Group related information together. (D, A)  
Develop topics with facts, definitions, and details. (D, A)  
Use linking words and phrases to connect ideas within writing. (D, A)  
Compose introductory and concluding statements for sections of writing. (D, A)

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

