

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks-SS

Fifth Grade

SS.Ms5.1: Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

SS.MS5.1A - G Benchmarks:

The student will be able to:

A. Compare similarities and difference in the ways groups, societies, and cultures meet human needs and concerns. (HOTS) (MCGF)

B. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs. (CS) (MCGF)

C. Understand that parts of a system affect one another, and that a system may not work if one of the parts is not functioning. (HOTS) (MCGF) (ES)

D. Explain and give examples of how language, literature, arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture. (MCGF) (CS)

E. Develop an awareness of the impact of our ancestors and their cultures on Iowa in the past, present, and future. (MCGF) (GE)

F. Use the six steps of “The Big Six” to solve information and solve problems in order to become independent learners. (ES) (CE) (GE) (HOTS)

G. Understand the significance of Indian attacks in Iowa History

Assessed by: Checklist, Rubric, Student Project, and Tests

SS.MS.5.2: Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time.(GE) (NCDG)

SS.MS52A - D Benchmarks:

The student will be able to:

A. Identify and use key concepts such as causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity. (GE) (HOTS)

B. Identify and describe selected historical periods and patterns of change within and across cultures such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others. (GE)

C. Understand the changing roles of men and women at home and in the workplace. (MCGF) (GE)

D. Analyzes decisions made by people in the past in terms of goals, obstacles, and possible alternatives that were considered. (HOTS) (GE) (NCDG)

Assessed by: Checklist, Rubric, Student Project, Quizzes, Tests, and Teacher Observation

SS.MS5.3: People, Places and Environment: The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.MS5.3A - H Benchmarks:

The student will be able to:

A. The student understand the value of work to the individual and society. (ES) (NCDG) (CE)

- B. Analyzes decisions made by people in the past in terms of goals, obstacles, and possible alternatives that were considered. (HOTS) (GE)
- C. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs. (GE)
- D. Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like. (MCGF) (CS)
- E. Observe the landscape and landforms visible in their local area
- F. Understand how various processes shaped the landforms of the state
- G. Compare and contrast the various landforms of Iowa with the landforms in their local region
- H. Recognize that Iowa's environment has changed over time

Assessed by: Checklist, Rubric, Self Evaluations and Teacher Observation, Tests

SS.MS5.4: Individual Development and Identity: The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.MS5.4A - D Benchmarks:

The student will be able to:

- A. Uses basic planning skills. (NCDG) (ES) (HOTS)
- B. Communicates ideas and information to a group. (CS) (GE)
- C. Identify and describe ways regional, ethnic, and national cultures influence individuals' lives. (MCGF)
- D. Relate personal changes to social, cultural, and historical contexts. (MCGF) (GE)

Assessed by: Checklist, Rubric, Student Project, and Teacher Observation

SS.MS5.5: Individuals, Groups, and Institutions: The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.MS5.A-D Benchmarks:

The student will be able to:

A. Knows the components of community and social systems. (HOTS) (GE)

B. Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups. (GE) (HOTS)

C. Analyze group and institutional influences on people, events, and elements of culture. (MCGF) (HOTS)

D. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities. (MCGF)

Assessed by: Checklist, Tests, and Teacher Observation

SS.MS5.6: Power, Authority, and Governance: The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.MS6.A - D Benchmarks :

The student will be able to:

A. Understands that parts of a system affect one another, and that a system may not work if one of the parts is not functioning. (ES)

B. Describe the ways nations and organizations respond to forces of unity and diversity

affecting order and security. (GE) (CS)

C. Explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems. (HOTS) (GE)

D. Identify alternatives in decision making. (HOTS) (NCDG) (ES) (CE) (LS)

Assessed by: Student Project, Tests, and Teacher Observation

SS.MS5.7: Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.MS5.7A - D Benchmarks:

The student will be able to:

A. Understands ones' role as a team member. (GE) (ES)

B. Give and explain examples of ways that economic system structure choices about how goods and services are to be produced and distributed. (GE)

C. Explain and illustrate how values and beliefs influence different economic decisions. (HOTS)

D. Describe the importance of work to society. (ES) (NCDG) (GE)

Assessed by: Notebooks, Student Project, Tests, and Teacher Observation

SS.MS5.8: Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities.

SS.MS5.8A- C Benchmarks:

The student will be able to:

- A. Knows areas in which technology has improved human lives. (TECH)
- B. Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare. (TECH) (MCGF)
- C. Show through specific examples how science and technology have changed peoples perceptions for the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security. (TECH) (GE)

Assessed by: Checklist, Rubric, Student Project, and Teacher Observation

SS.MS5.9: Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.MS5.9A - B Benchmarks:

The student will be able to:

- A. Give examples of conflict, cooperation, and interdependence around individuals, groups, and nations. (GE) (MCGF)
- B. Explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as population and endangered species. (GE)
- C. Describe instances in which language, art, music, belief system, and other cultural elements can facilitate global understanding or cause misunderstanding. (MCGF) (GE)
- D. Understand the at each career ha skills, abilities, and interests peculiar to that career group. (NCDG) (ES) (CE)

Assessed by: Student Performance/Product, Quizzes, Tests, and Teacher Observation

SS.MS5.10: Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.MS5.10A - D Benchmarks:

The student will be able to:

A. Demonstrate the cognitive understanding and the application of the six pillars of character counts. (CE) (GE) (ES)

B. Plan, implement, reflect on a service project in the community. (GE)

C. Describe how family members depend on one another, work together and share responsibilities. (ES) (GE)

D. Plan, implement, and reflect on service projects in the community [GE, HOTS]

Assessed by: Checklists, Rubrics, Peer Evaluations, Self-Evaluations, and Teacher Observation

SS.MS5.11: Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) ES)

SS.MS.5.11 A-B Benchmarks:

The student will be able to:

A. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions. (HOTS) (ES) (NCDG)

B. Make a plan to follow and use the necessary resources to complete it. (NCDG) (CE) (ES)

C. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies. (HOTS)

Assessed by: Planners, Checklists, Student Performance/Product, and Teacher Observation

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources

Text:

Houghton-Mifflin-Social Studies-Western Hemisphere and Europe-2005

Textbook Supplementary Materials:

Iowa History Geography and People Pack

Iowa Past to Present: The People and the Prairie (1991)

Map Skills Resources:

Nystrom Materials

Prentice Hall: Program Resources

Videos:

Canada: It's Land and It's People

Canada: Landform Regions

Canadian Way of Life

Central America

Central America Heritage

South America: People and Places

South America: People and their Culture

United States: Geography of a Nation

Websites:

www.nystromnet.com

Human Resources:

Field Trips:

Effigy Mounds

Local Points of Interests

Court house

Mississippi River Museum, Dubuque

Service Learning Opportunities

The fifth grade students will be responsible for completing one hour of service per semester. Each students will be required to plan, implement, and reflect on these 2 hours of community service. They will use journals to facilitate this learning. Activities that may count toward this goal might be helping a grandparent or other relative with a task, helping a neighbor with yard work, snow removal, cleaning a garage or volunteering at church or nursing home.

The September 11th activity will consist a community service activity for the afternoon.

Classes will choose their activity. They may go to the nursing home or to the community food box, Etc.