

Color Coding: Reading Literary & Informational Text, Writing, Speaking & Listening, Language

5th Grade Nevada Social Studies Standards and CCSS ELA Crosswalk Document

Premise: The teaching of Social Studies as a core subject for elementary students is at times lost amidst the pressures of educational reform and student achievement. This document is an attempt to link the teaching of Nevada Social Studies Standards in K-6 as directly as possible to the teaching of the Common Core State Standards (CCSS) in English Language Arts (ELA). There is tremendous value to be found within each standards document, providing the framework and focus for the performance of teachers and the achievement of students.

Explanation: Given the more direct links between the CCSS ELA Standards and the Nevada Social Studies Skills that precede the Social Studies Standards, direct links to specific standard strands between the two entities are listed on the first page. The Nevada Social Studies content standards that follow are then color coded to one of the four CCSS ELA areas as *one possible approach* to meeting both standards simultaneously. It remains, as always, at the discretion of the educator which specific standard(s) are addressed within a lesson or unit, and depends entirely upon the strategies, activities, and tasks provided for students whether this standard is being adequately addressed. This Crosswalk document exists merely as a guide for those who seek to intentionally integrate CCSS ELA and Nevada Social Studies Standards as part of their yearly planning or throughout a unit of study.

Color coding:

YELLOW=Reading Literature (RL) and Reading Informational (RI) Text Standards

GREEN= Writing (W) Standards

BLUE=Speaking and Listening (SL) Standards

RED=Language (L) Standards

Nevada 5th Grade Social Studies Standards

Social Studies Skills: As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. **Content literacy** is the acquisition and application of reading, writing and oral communication skills to construct knowledge. **Information, media, and technology literacy** is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content.

Content Literacy

- Skim text for main ideas. RL 5.1-2, 5-6; RI 5.1-5 depending on task & purpose
- Use reading strategies to identify key content words, and supporting details to build comprehension. RL 5.1-5; RI 5.1—5; L 5.4
- Identify cause and effect and fact v. opinion. RL 5.3, RI 5.3,5, & 8
- Use reading and writing to respond to historical literature. RL 5.1-10 & W 5.1-10 depending on task & purpose
- Gather information making outlines, and creating graphic organizers. W 5.1-10 depending on task & purpose

Technology Literacy

- Ask questions to identify a research topic. W 5.7-9
- Conduct research by locating, gathering, and organizing information using online and print resources. RI 5.7, W 5.7-9
- Present content orally, in writing, and through multimedia presentations. SL 5.2,4, & 5 W 5.1-2,4 & 6
- Explain content through the use of maps, graphs, charts, diagrams. RI 5.7, SL 5.5
- Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use. W 5.6
- Use content specific technology tools to support learning. W 5.6
- Evaluate the accuracy, relevancy, and bias of online, print, and media sources (teacher led). RI 5.1-10 depending on task and purpose

Historical analysis and interpretation

- Demonstrate an understanding of chronology by creating and interpreting events on a timeline. RI 5.3,5 W 5.3,
- Identify and discuss primary and secondary sources. RI 5.5-6
- Read tall tales/stories to enhance American history. RI 5.1-10 depending on task and purpose
- Discuss perspectives of history. RI 5.5-9, SL 5.1 a-d

Civic Participation

- Show responsibility for the well-being of oneself and family. SL 5.1 a-d
- Listen and participate as a member of a group in the classroom. SL 5.1 a-d
- Participate as a member of the school community. SL 5.1 a-d

Scope & Sequence:

Students study the development of the nation through Westward Expansion. The focus of study begins with the native inhabitants of the Americas, through the building and expansion of our nation. Students examine the impact of Constitutional issues on American society by studying the ideas, documents, and events that were critical to the building of our nation and the foundations of American democracy. Students explain how different regions of the United States offer specific resources and income opportunities for people. Students study the diversity of the geographic regions of the United States using a variety of geographic tools and resources.

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Content Standard H1.0 - People, Cultures, and Civilizations - *Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas*

- H1.5.1 Identify and describe Native North American life and cultural regions prior to European contact.
- H1.5.2 Identify and describe the attributes of Native American nations in the local region and North America.
- H1.5.3 Discuss the interactions of early explorers with native cultures.
- H1.5.4 Identify the contributions of Native Americans, Europeans, and Africans to North American beliefs and traditions.
- H1.5.5 Describe the social, political, and religious lives of people in the New England, Middle, and Southern colonies
- H1.5.6 Identify individuals and groups responsible for founding and settling the American colonies.
- H1.5.7 Examine the cultural exchange among the Native Americans, Europeans, and Africans.

Content Standard H2.0 - Nation Building and Development - *Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.*

- H2.5.1 Describe motivations for and expeditions of European exploration of the Americas.
- H2.5.2 Describe issues of compromise and conflict within the United States.
- H2.5.3 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
- H2.5.4 Explain why slavery was introduced into colonial America.
- H2.5.5 Explain how the interactions among Native Americans, Africans, and Europeans, during colonial America resulted in unique economic, social, and political institutions.
- H2.5.6 Identify the events that led to the Declaration of Independence.
- H2.5.7 Identify the causes, key events, and people of the American Revolution.
- H2.5.8 Explain the relationship between the American colonies and England, and discuss its impact on independence.

Content Standard H3.0 - Social Responsibility & Change - *Students understand how social ideas and individual action lead to social, political, economic, and technological change.*

- H3.5.1 Compare and/or contrast the daily lives of children throughout the United States, both past and present.
- H3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.
- H3.5.3 Describe ways individuals display social responsibility.
- H3.5.4 Explain how technologies in U.S. history changed the way people lived.
- H3.5.5 Provide and discuss major news events on local, state, national, and world levels.

Content Standard H4.0 - International Relationships & Power - *Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.*

- H4.5.1 Discuss the economic, political and cultural relationships the United States has with other countries.

Content Standard G5.0 - The World in Spatial Terms: *Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.*

- G5.5.1 Identify and locate major geographic features in Nevada and the United States using maps and map elements.
- G5.5.2 Identify spatial patterns of the U.S.
- G5.5.3 Describe purposes for different types of maps and globes, i.e., topographical, political, physical.
- G5.5.4 Construct maps, graphs, and charts to display information about human and physical features in the United States.
- G5.5.5 Identify the purpose and content of various U.S. maps.
- G5.5.6 Derive geographic information from photographs, maps, graphs, books, and technological resources.

Content Standard G6.0 - Places & Regions - *Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.*

- G6.5.1 Provide examples of human – environment interactions in the U.S.
- G6.5.2 Identify U. S. regions in which historical events occurred, i.e., thirteen colonies, Underground Railroad, and California gold fields.
- G6.5.3 Provide examples of cultural identity in communities or regions from different perspectives.
- G6.5.4 Show how regional change in the United States from decade to decade has affected characteristics of place, i.e., salt and sand used to melt ice, flood basins, levees.
- G6.5.5 Label a map of the United States with their capitals.
- G6.5.6 Define absolute location.

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Content Standard G7.0 - Human Systems - *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

G7.5.1 Explain differences in population distribution within the United States.

G7.5.2 List push-pull factors influencing human migration and settlement in the United States.

G7.5.3 Describe differences among rural, suburban, and urban settlement in the United States.

G7.5.4 Describe historical and current economic issues in the U.S. using geographic resources, i.e., illustrate demographic changes due to mining and gaming.

G7.5.5 Describe why types of organizations may differ by geographic region in the U.S.

Content Standard G8.0 - Environment and Society - *Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

G8.5.1 Describe ways physical environments affect human activity in the United States using historical and contemporary examples.

G8.5.2 Describe how technologies altered the physical environment in the U.S., and the effects of those changes on its people.

G8.5.3 Explore the impact of human modification of the United States' physical environment on the people who live there.

G8.5.4 Identify and locate potential natural hazards in the United States and their impacts on the land and population.

G8.5.5 Describe and compare the distribution patterns and use of natural resources in the United States

Content Standard E9.0 - The Market Economy - *Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.*

E9.5.1 Describe how scarcity requires a person to make a choice and identify costs associated with that choice.

E9.5.2 Demonstrate an understanding that an individual can be a consumer and producer at the same time.

E9.5.3 Identify the resources needed for production in households, schools, and community groups.

E9.5.4 Describe how income reflects choices people make about education, training, skill development, lifestyle, and careers.

E9.5.5 Demonstrate an understanding of supply and demand in a market.

Content Standard E10.0 - The U.S. Economy as a Whole - *Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy*

E10.5.1 Define trade and commodities used in trade.

E10.5.2 Identify how interest rates affect borrowing, saving, and purchasing using credit.

E10.5.3 Identify services offered by different types financial institutions.

E10.5.4 Illustrate how one person's spending becomes another person's income.

E10.5.5 Recognize the three types of productive resources.

E10.5.6 Define inflation and deflation.

E10.5.7 Define labor force and unemployment.

E10.5.8 Demonstrate per capita measures in the classroom.

Content Standard E11.0 - The Dynamic Economy - *Students will identify the causes of economic change; explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.*

E11.5.1 Explain the purposes for establishing for-profit and not-for-profit organizations.

E11.5.2 Provide an example of how purchasing a tool or acquiring education can increase the ability to produce goods.

E11.5.3 Describe the steps an entrepreneur would take to start a business.

E11.5.4 Explain why specialization increases productivity and interdependence.

E11.5.5 Describe what it means to compete, and give examples of ways sellers compete.

E11.5.6 Define mercantilism.

E11.5.7 Identify scarce resources and identify how they are allocated in the United States.

Content Standard E12.0 - The International Economy - *Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.*

E12.5.1 Explain why the U.S. imports and exports goods.

E12.5.2 Define exchange rates.

E12.5.3 Define globalization and explain how the U.S. economy is affected by international trade.

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Content Standard C13.0 - Citizenship and the Law - *Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.*

C13.5.1 Explain that the Declaration of Independence, the U.S. **Constitution**, and the Bill of Rights, are **written documents** that are the foundation of the United States government.

C13.5.2 Describe the operation of **representative government**.

C13.5.3 Describe the criteria for U.S. citizenship.

C13.5.4 Explain the symbolic importance of the Pledge of Allegiance and the Fourth of July.

Content Standard C14.0 - The Federal System: U.S., State, and Local Governments - *Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.*

C14.5.1 Describe examples of national, state, and local laws.

C14.5.2 Identify the three branches of government (as set forth in the U.S. **Constitution**).

C14.5.3 Name the two houses of the U.S. Congress and explain how representation is determined.

C14.5.4 Identify the powers of the U.S. Congress, i.e., power to tax, declare war, and **impeach** the President.

C14.5.5 Identify the duties of the President within the executive branch.

C14.5.6 Explain that the U.S. Supreme Court is the highest court in the land.

C14.5.7 Describe the purpose of a judge and jury in a trial as it relates to resolving disputes.

Content Standard C15.0 - The Political Process - *Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.*

C15.5.1 Explain the qualities of a leadership.

C15.5.2 Name the two major **political parties**.

C15.5.3 Give examples of national **interest groups**.

C15.5.4 Compare sources of information people use to form an opinion.

C15.5.5 Define **propaganda** and give examples.

Content Standard C16.0 - Global Relations - *Students explain the different political systems in the world and how those systems relate to the United States and its citizens.*

C16.5.1 Describe the influences other nations have had on the development of the United States political system.