

## 5th Grade Language Arts Benchmarks

<b>LA.5.A.1</b>	<b>Use strategies to recognize words.</b>
	a. <u>Decode words using phonetic and structural analysis techniques, semantic context, and context clues.</u>
	b. Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words.
	c. <u>Use context clues</u> (e.g. known words, phrases, and structures, to infer the meanings of homonyms, homographs, and homophones.)
	d. <u>Determine the meaning of unknown words using a glossary, dictionary, and thesaurus.</u> [A.8.1]
<b>LA.5.A.2</b>	<b>Use strategies to comprehend literary and nonliterary text.</b>
	a. <u>Preview text, e.g. skim material using pictures and textual clues.</u>
	b. Read familiar stories, poems, and passages with attention to rhythm, flow, meter, and fluency.
	c. <u>Establish and adjust purposes for reading</u> ( e.g. to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts. Identify when confused by a section of text, <u>questioning whether or not the text makes sense.</u> )
	d. <u>Adjust rate of reading to suit purpose and difficulty of the material</u>
	e. Apply reading skills to a variety of literary passages and texts, e.g. fiction, nonfiction, myths, poems, fantasies, biographies, science fiction, tall tales, supernatural tales.
	f. <u>Infer motives of characters and the consequences of their actions. Identify recurring themes across literary works. Identify type of plot.</u> (e.g. cause-and-effect relationships, conflict-resolution, problem-solution).
	g. <u>Identify defining characteristics of a variety of literary forms and genres.</u> ( e.g. fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).
	h. Identify methods used to develop characters in literary texts, e.g. character traits, motivations, changes, and stereotypes.
	i. <u>Relate dialogue to the story.</u>
	j. <u>Infer and draw conclusions about story elements,</u> (e.g. main and subordinate characters, events, setting, theme, conclusion).
	k. <u>Identify similarities and differences among literary works in terms of settings, characters, and events.</u>
	l. <u>Distinguish between first and third person in literary texts.</u>
	m. <u>Use criteria to select reading material,</u> ( e.g. personal interest, knowledge of authors and genres, text difficulty, recommendations of others).
	n. <u>Identify author's viewpoint and purpose. Identify defining events and author's purpose.</u>
	o. Identify how author's choice of language and style contribute to the quality and enjoyment of a selection.
	p. <u>Select, summarize, and/or paraphrase, orally and in writing, passages of texts chosen for specific purposes.</u> [A.8.1-3]
<b>LA.5.A.3</b>	<b>Use strategies to comprehend informational text.</b>
	a. <u>Summarize and paraphrase informational texts orally and in writing.</u>
	b. Apply reading skills and strategies to a variety of informational texts, e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, bus routes, catalogs.
	c. <u>Identify author's viewpoint.</u>

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	d. <u>Identify main ideas and supporting details.</u>
	e. <u>Use prior knowledge and experiences to understand and respond to new information.</u>
	f. <u>Identify the defining characteristics of a variety of informational texts, e.g. textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, catalogs. Identify and use the various parts of a book to locate information, e.g. index, table of contents, glossary, appendix.</u>
	g. <u>Use text organizers to locate information in a text, (e.g. headings, topic and summary sentences, graphic features, bold, italicized, and highlighted text).</u>
	h. <u>Differentiate between fact and opinion.</u>
	i. <u>Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources. [A.8.1,2,4]</u>
<b>LA.5.B.1</b>	<b><u>Use a variety of writing methods.</u></b>
	<u>(Be exposed to cursive reading and writing of the D'Nealian handwriting method. Write, using a variety of methods, e.g. pen and pencil, paper, computer, etc.). [B.8.1]</u>
<b>LA.5.B.2</b>	<b><u>Use a variety of forms of writing.</u></b>
	a. <u>Organize a set of facts about a person's life in a sequenced story form.</u>
	b. <u>Compose a publisher ready news release to present facts about a specific topic in a concise, informative manner.</u>
	c. <u>Draft a friendly letter.</u>
	d. <u>Prepare a report based on information gathered and site sources.</u>
	e. <u>Write a one-paragraph narrative from a picture prompt using descriptive language and detail effectively. Write an original dialogue developing a conflict.</u>
	f. <u>Produce a timed writing to a prompt for assessment purposes. [B.8.1,2]</u>
<b>LA.5.B.3</b>	<b><u>Use basic principles of writing appropriate to each genre.</u></b>
	a. <u>Use facts in sequential order.</u>
	b. <u>Use transition words to connect thoughts.</u>
	c. <u>Demonstrate knowledge of the 5 W's to write a report.</u>
	d. <u>Use details to create an accurate representation of the topic.</u>
	e. <u>Use appropriate language to establish tone, e.g. assertive, conciliatory, etc..</u>
	f. <u>State position clearly.</u>
	g. <u>Use appropriate friendly letter format.</u>
	h. <u>Use facts to support an argument.</u>
	i. <u>Use note-taking techniques.</u>
	j. <u>Develop a topic sentence and use details and facts to support it.</u>
	k. <u>Write stories or essays that convey an intended purpose for a specific audience.</u>
	l. <u>Use a variety of sentence structures. [B.8.1,2]</u>
<b>LA.5.B.4</b>	<b><u>Use the writing process.</u></b>
	a. <u>Establish a purpose for writing.</u>
	b. <u>Construct a plan for writing. (e.g. story map, webbing, list, flow chart, etc).</u>
	c. <u>Utilize the plan to write a draft adapting content, style, and structure to audience and situation.</u>
	d. <u>Use paragraphs to develop separate ideas.</u>
	e. <u>Edit for page format, e.g. paragraphs, margins, indentations, and titles.</u>
	f. <u>Select presentation format. Identify the best features of a piece of writing.</u>

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	g. Determine how writing achieves its purposes. [B.8.2]
<b>LA.5.B.5</b>	<b>Use correct spelling.</b>
	a. Use grade level priority words correctly in all writing.
	b. <u>Use effective strategies for spelling unfamiliar words.</u>
	c. <u>Review and apply the basic rules of forming correct plurals,</u> (e.g. changing y to i, dropping final e, doubling final consonant).
	d. <u>Use homophones correctly,</u> (e.g. wind/wind, produce, produce, etc).
	e. <u>Use a variety of spelling resources</u> ( e.g. word lists, dictionaries, charts, thesaurus, glossary). [B.8.3]
<b>LA.5.B.6</b>	<b>Use correct capitalization.</b>
	a. <u>Use a capital letter for all proper nouns – cities, street addresses, states, postal abbreviations, regions of the country, historical events and periods.</u>
	b. <u>Use a capital letter for the first word of a direct quotation.</u> [B.8.3]
<b>LA.5.B.7</b>	<b>Use correct punctuation.</b>
	a. <u>Use commas in a series and list and set off compound sentences,</u>
	b. <u>Use quotation marks correctly in a dialogue.</u>
	c. <u>Use correct punctuation within and around quotation marks.</u>
	d. <u>Use a colon, semi-colon, and hyphen correctly.</u>
	e. <u>Use an apostrophe correctly in a possessive.</u> [B.8.3]
<b>LA.5.B.8</b>	<b>Use correct grammar and sentence structure.</b>
	a. Use correct verb tenses to indicate the relative order of events.
	b. Understand and use principles of agreement, including subject-predicate (noun-verb), noun-pronoun, and preposition-pronoun.
	c. <u>Identify nouns, pronouns, verbs, adjectives, adverbs, and prepositions.</u>
	d. <u>Use 3 forms of adjectives – positive, comparative, and superlative</u> (good, better, best). [B.8.3]
<b>LA.5.C.1</b>	<b>Listens and speaks in a variety of situations for a variety of purposes.</b>
	a. Distinguish among voices.
	b. Use intonation patterns to derive meaning.
	c. Analyze the emotional appeal of a speech.
	d. Evaluate content of oral presentation based on established criteria.
	e. Identify main points of a speech.
	f. Identify and analyze a speaker's opinions and persuasive techniques.
	g. Self-monitor understanding of a spoken message and seek clarification as necessary.
	h. Listen to learn by taking notes, organizing, and summarizing spoken ideas.
	i. Speak to a group or audience demonstrating appropriate speaking skills (audience, purpose, occasion, volume, pitch, tone, rate, and fluency)
	j. Clarify and support spoken messages, reports, and ideas with objects, charts, evidence, elaboration, examples.
	k. Gain increasing control of conventional grammar and usage when speaking.

## 5th Grade Math Benchmarks

M.5.A.1	<u>Develop a mathematical vocabulary to express precise meaning.</u> (develop vocabulary: arrays, exponential notation, squaring, square root, factors, factor string, etc.) [A.8.2; B.8.2]
M.5.A.2	<u>Solve equations using a pan balance.</u> (Use pan balance with penny weights and pan balance equations) [A.8.1; A.8.3]
M.5.B.1	<u>Differentiate between composite and prime numbers.</u> (Use arrays and develop definitions of prime and composite numbers based on the knowledge of their factors) [B.8.6]
M.5.B.2	<u>Develop proficiency to add and subtract whole numbers and decimals.</u> (opposite-change method; partial sum algorithm; same-change; partial differences algorithm) [B.8.1-3]
M.5.B.3	<u>Introduce the meanings of fraction, decimal, and percent.</u> (Fraction parts with counters, fraction stick chart, game “Estimation Squeeze”, using calculators to rename fractions as decimals and percents, bar and circle graphs.) [B.8.1,3]
M.5.B.4	<u>Investigate conversions among fractions, decimals, and percents, emphasizing that fact that embedded in every fraction is a division problem.</u> (Fraction stick charts, using calculator to convert fractions and decimals to percents, game “Frac-Tac-Toe”) [B.8.1,3]
M.5.B.5	Use a division algorithm to solve number stories. (Mental division strategy, “Division Dash”, practice a division algorithm, interpret the remainder) [B.8.6,7]
M.5.B.6	Practice numeration skills relating to positive and negative numbers. (temperatures, stock prices, number line) [B.8.4]
M.5.B.7	<u>Explore the use of exponential notation, scientific notation, and parentheses.</u> (Use mnemonic devices, convert numbers from scientific to standard notation; guides for powers of ten, $2000 = 2 \times 10^3$ ; $4^5 = 4 \times 4 \times 4 \times 4 \times 4$ ). [B.8.1,2]
M.5.B.8	Compute addition and subtraction of positive and negative numbers. (Use counters to show account balance, use slide rule, use calculator) [A.8.1,3]
M.5.B.9	Find common denominators and use common denominators to compare, add, and subtract fractions. (Fractions on a ruler, game “Build It”, “Clock Fractions”, and “American Tour Almanac-School Days”.) [A.8.1; B.8.1,2]
M.5.B.10	<u>Explore algorithms for multiplication of fractions and mixed numbers.</u> (converts between mixed numbers and fractions, multiplication of fraction and whole numbers, multiplication of mixed numbers; $\frac{1}{2} * \frac{3}{4}$ ) [B.8.1-3]
M.5.B.11	<u>Estimate and calculate percent.</u> (i.e. Find a percent of a number using fractions and whole numbers.) [B.8.1, 3, 5]
M.5.B.12	Practice solving rational number stories with the help of number models. [B.8.5]

## 5th Grade Science Benchmarks

S.5.A.1	<u>Compare the life cycle stages in humans with the life cycles of other animals.</u> (Life cycle of brine shrimp, insects, vertebrates, and humans) [A.8.1; C.8.2,3,7,10]
S.5.A.2	Describe the life cycle of an insect. (What are the stages and life cycle of a beetle?) [A.8.1; C.8.2,10]
S.5.A.3	<u>Describe the stages of digestion.</u> (How is food digested? How food leaves the stomach.) [A.8.2]
S.5.A.4	Predict the results of a lactose or a glucose test. (Classify liquids containing glucose and infer the role of lactose in milk.) [A.8.2; C.8.4,11]
S.5.A.5	<u>Construct a model to show how the lungs work.</u> (Construct a lung machine). [A.8.4]
S.5.A.6	Describe gas exchange in lungs. (Draw sequence charts showing what happened when inhaling and exhaling). [A.8.4]
S.5.A.7	<u>Infer, by using models, the relative positions and motions of the planets and their distances from the sun.</u> (Create a model to experiment with planetary movements.) [A.8.6; B.8.1; E.8.7]
S.5.A.8	<u>Identify the major objects in the solar system.</u> (Label a diagram of the solar system) [B.8.1; E.8.7]
S.5.A.9	<u>Compare and contrast the sizes, compositions, surface features, moons, and movement of the nine planets.</u> (Compare and contrast the relative sizes of the planets and hypothesize how size affects other characteristics of each planet.) [C.8.9,10; E.8.7]
S.5.A.10	<u>Make a model of a fault and collect and record data about how faults function.</u> (Use a meter stick extended over the edge of a table.) [A.8.6]
S.5.A.11	<u>Investigate the effects of plate movements.</u> (Use a meter stick extended over the edge of a table.) [A.8.7]
S.5.A.12	<u>Construct and use a model of a compass.</u> (Construct and test a magnetic compass using a needle and plastic foam ball.) [A.8.1,4; C.8.1,2]
S.5. A.13	Describe how a magnetic field is three dimensional. (Demonstrate and draw the magnetic fields using a bar magnet and paper clips.) [A.8.4,6; C.8.1,2]
S.5.A.14	<u>Explain how the earth is a magnet.</u> (Explain and complete an outdoor compass course.) [A.8.1,4,6; C.8.1,2]
S.5.A.15	<u>Describe or diagram a circuit that will light a bulb and a switch that operates the circuit. Explain the difference between an open and a closed circuit.</u> (Using provided materials, construct a circuit and switch using a diagram as a guide. Demonstrate an open and a closed circuit.) [A.8.3; C.8.1-3]
S.5.A.16	<u>Describe the difference between a conductor and an insulator and experiment to determine which materials are good conductors and which are good insulators.</u> ( Predict, test and record how different materials conducted or insulated) [A.8.3; C.8.1-3]
S.5.A.17	<u>Describe how electricity flows in circuits.</u> (Include a description of open and closed circuits) [A.8.3; C.8.1-3]
S.5.B.1	<u>Construct a model of a telescope and explain how it works.</u> (Using materials supplied, construct a simple telescope to magnify and project an image.) [ B.8.1; C.8.1; G.8.2]
S.5 B.2	<u>Describe a comet and explain how meteorites are formed.</u> (Observe meteorites in rainwater.) [ B.8.2; C.8.11; E.8.7]
S.5.B.3	<u>Observe and identify constellations.</u> (Construct a model of a constellation and observe how turning it changes its appearance.) [E.8.7,8; G.8.1]
S.5 B.4	<u>Explain why the stars, sun, and planets appear to move.</u> (Assemble a planisphere to help predict the location and movement of constellations.) [B.8.3; C.8. 2;E.8.8]
S.5.B.5	<u>Distinguish (compare and contrast) between stars and planets.</u> [B.8.4; C.8.1,2; E.8. 8]

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S.5.B.6	Explain why the Earth's mineral resources are valuable and how they are distributed. (Using a map, identify countries that contain large amounts of different minerals). [B.8.6]
S.5.B.7	<u>Explain static electricity.</u> (Include in the explanation the behaviors of like and unlike charges. Demonstrate the effects of static electricity—Van de Graf Generator) [B.8.2; C.8.3,7]
S.5.B.8	<u>Explain how two bulbs light when connected in a series and in parallel circuits.</u> (Using material provided, construct a series and parallel circuit with two light bulbs.) [B.8. 2; C.8.3,7]
S.5.B.9	Explain how a light bulb works. (Create a chart that depicts how a light bulb works and shows the difference between an incandescent bulb and a fluorescent bulb (tube)). [B.8.1,2;C.8.9]
S.5.C.1	<u>Describe the differences between living and non-living things. Compare plant and animal cells.</u> (List the traits of living and non-living things—movement, energy exchange, etc. Draw onion cells.) [C.8.1,5,7]
S.5.C.2	<u>Identify the parts of a plant and describe its growth.</u> (Technology Link: "Inside Plants") [C.8.2,7]
S.5.C.3	<u>Describe how plants and animals obtain food from their surroundings.</u> (Observe the way snails eat food). [C.8.6]
S.5.C.4	Discuss ways that scientists are attempting to communicate with extraterrestrial life and hypothesize about the existence of extraterrestrial life. (Design a communications system by using sounds, gestures, and symbols). [C.8.10,11]
S.5.C.5	<u>Compare and classify rocks by their physical properties.</u> (Using a collection of rocks, sort them by color.) [C.8.1]
S.5.C.6	<u>Describe igneous, sedimentary, and metamorphic rocks.</u> (Classify rocks based on whether they contain crystals.) [C.8.1]
S.5.C.7	<u>Construct and use a model of a galvanometer and an electric generator.</u> (Assemble a current detector to predict and test if a current is flowing through the wire. ) [C.8.8]
S.5.C.8	<u>Explain how power plants produce electricity.</u> (Technology link: "Power Play".) [C.8.8]
S.5.D.1	<u>Classify objects as either attracted by or not attracted by a magnet.</u> (Predict which objects will be attracted to a magnet and test hypothesis.) [C.8.1, 2: D.8.8]
S.5.D.2	<u>Identify the north and south poles of the magnet by the behaviors of the magnet.</u> (Design a test to show how magnets repel and attract each other.) [C.8.1, 2: D.8.8]
S.5.D.3	<u>Apply principles of magnetism to real life situations.</u> (Technology link: "Shocking Behaviors".) [C.8.1, 2: D.8.8]
S.5.E.1	<u>Construct a model of rock layers and observe the effects of movement and force on them.</u> (Using different colors of clay provided, construct a model.) [E.8.1]
S.5.E.2	<u>Describe how mountains are formed.</u> (Stack several layers of clay over a ball, cut off the top of the dome. This simulates a dome mountain.) [E.8.1]
S.5.E.3	<u>Describe the Earth layers and their characteristics.</u> (Construct a model using an apple sliced into different layers.) [E.8.2]
S.5.E.4	<u>Explain how different types of coal are formed.</u> (Read and discuss "Fossil Fuels") [E.8.3]
S.5.E.5	<u>Describe the rock cycle.</u> ( Using rock sample and the Rock Cycle diagram, describe how rocks move through the rock cycle.) [E.8.3]
S.5.E.6	<u>Construct a model of fossil formation.</u> (Use a sea shell to make an imprint on clay.) [E.8.5]
S.5.E.7	<u>Explain how rock layers are dated.</u> (Prepare a time line on the article "Sorting Through Time", p. 74 of the student text.) E.8.5]

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S.5.E.8	Investigate and evaluate recycling efforts in the local community. (Describe several local recycling programs.) [E.8.6]
S.5.G.1	<u>Investigate the relationships between the solar system, Milky Way, and the universe.</u> (Perform a class play in which the roles of the Sun, stars, Moon, Earth, and Milky Way are assumed by students.) [G.8.6, 7]
S.5.G.2	Collect and interpret data about size, shape, and movement of the Milky Way. (Collect and analyze data from various sources about the Milky Way.) [G.8.6, 7]
S.5.G.3	Investigate what educational requirements exist for a career in science. (Interview a member of the local community who makes his/her living in a science career field.) [G.8.1,2]

## 5th Grade Social Studies Benchmarks

<b>A – Geography: People, Places, and Environments</b>	
SS.5.A.1	Use geographic representations (political, physical, and topographic maps and globes) to gather and compare information about a place (Use maps, globes, and other geographic representations to make a chart to compare places) [A.8.1]
SS.5.A.2	Construct mental maps of selected locales, regions, states, and countries and draw maps from memory (Draw a mental map of a region) [A.8.2]
SS.5.A.3	Use an atlas to estimate distance, calculate scale, identify patterns of climate and land use, and estimate population density (Use a Land Use and Resources Map to determine what important natural resources are in an area) [A.8.3]
SS.5.A.4	Analyze the use of the local environments in communities and explain the effect of this use on the environment (Choose a community and create a chart showing the use of the local environment and the effects of this use) [A.8.4]
SS.5.A.5	Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world (Make a comparison chart of natural resources in different states within a geographical region) [A.8.5]
SS.5.A.6	Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by volcanoes, earthquakes, and glaciation (In small groups, students report of different environmental effects on the earth and identify if it results in a short-term or long-term physical change) [A.8.6]
SS.5.A.7	Describe the movement of people, ideas, and products throughout the world (Create a map showing immigration routes to the United States) [A.8.7]
SS.5.A.8	Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities (Construct a Venn diagram to compare coastal regions around the world) [A.8.8]
SS.5.A.9	Acquire information about cultural values and ideas (Design a brochure for a trip to Africa including information and details about features of the cultural regions of Africa) [A.8.9]
SS.5.A.10	Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment (Create a class time line about one region showing the major discoveries and inventions in science and technology and their effect on the environment) [A.8.10]
SS.5.A.11	Discuss examples of the consequences of current global issues, such as the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations (After studying national parks around the world, generate a list of global issues and possible responses facing the parks) [A.8.11]
<b>B – History: Time, Continuity, and Change</b>	
SS.5.B.1	Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used (Examine photographs of the past and draw conclusions about what is seen in the photo and life at that time; Identify the difference between primary and secondary sources of information) [B.8.1]
SS.5.B.2	Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history (After reading about the Middle Colonies, students will identify a cause for settling in New Amsterdam) [B.8.2]

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SS.5.B.3	Describe the relationships between and among significant events, such as the causes and consequences of wars in the United States and world history (Create a sequence chain that traces the causes, events, and outcomes of the Civil War) [B.8.3]
SS.5.B.4	Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians (Write two news headlines about the Civil War – one that would appear in a Southern newspaper and one that would appear in a Northern newspaper) [B.8.4]
SS.5.B.5	Use historical evidence to determine a position about important political values, such as freedom, democracy, equality, or justice (Write a journal entry in the form of a persuasive paragraph about slavery or another Civil War topic) [B.8.5]
SS.5.B.6	Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights (For each of the ten amendments in the Bill of Rights, describe one political value that it addresses) [B.8.6]
SS.5.B.7	Identify significant events and people in the major eras of United States and world history (After each unit, identify important events and people within the unit) [B.8.7]
SS.5.B.8	Identify major scientific discoveries and technological innovations and describe their social and economic effects on society (After each unit, identify scientific discoveries and technological innovations and describe their economic effects on society) [B.8.8]
SS.5.B.9	Explain the need for laws and policies (Conduct a role-playing situation –“town meeting”- in which students discuss the need for laws/policies to address a predetermined issue) [B.8.9]
SS.5.B.10	Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations (Develop a class chart through discussion showing examples of conflict, cooperation, and interdependence among the early Pilgrims and Native Americans) [B.8.10]
SS.5.B.11	Summarize issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in the regions of the United States (Discuss issues associated with American Indian tribes and bands in each of the regions) [B.8.11]
SS.5.B.12	Describe and demonstrate how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues (Timelines, charts, diagrams, etc. developed throughout the school year) [B.8.12]
	<b>C – Political Science and Citizenship: Power, Authority, Governance, &amp; Responsibility</b>
SS.5.C.1	Identify and explain democracy’s basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights (During discussion, chart information about the topics) [C.8.1]
SS.5.C.2	Identify, cite, and discuss important political documents, such as the Constitution and the Bill of Rights and explain their function in the American political system (Create a “Bill of Rights” for your classroom) [C.8.2]
SS.5.C.3	Explain how laws are developed (Develop a flow-chart to demonstrate how a bill becomes a law) [C.8.3]

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SS.5.C.4	Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level (Complete a chart describing each branch of government and their main jobs, including balancing power at the federal level) [C.8.4]
SS.5.C.5	Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate (Debate a public concern or issue such as smoking, Chronic Wasting Disease, civil rights, etc.) [C.8.7]
SS.5.C.6	Identify ways in which advocates participate in public policy debates (Invite a city council member, mayor, town board member, and/or school board member to share ways in which policies are determined) [C.8.8]
SS.5.C.7	Describe the role of international organizations such as military alliances and trade associations (Small groups of students investigate what the United States exports to its main trading partners and what we import from them and share with the whole class) [C.8.9]
<b>D – Economics: Production, Distribution, Exchange, Consumption</b>	
SS.5.D.1	Describe and explain how money makes it easier to trade, borrow, save, and compare the value of goods and services (Discussion about how money makes it easier to conduct economic transactions when the monetary system is the same - Euro) [D.8.1]
SS.5.D.2	Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption (School or classroom store, bake sale, or some other kind of demonstration ) [D.8.2]
SS.5.D.3	Give examples of national economic activity in global markets (Small groups of students investigate what the United States exports to its main trading partners and what we import from them and share with the whole class) [D.8.3]
SS.5.D.4	Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life (Brainstorm a list of advances in technology, medicine, transportation, and so on that the affect this has had on our quality of life) [D.8.4]
SS.5.D.5	Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity (Construct a chart showing services provided by federal, state, and local governments) [D.8.5]
SS.5.D.6	Identify and explain various points of view concerning economic issues, such as taxation (Discuss reasons for the Revolutionary War) [D.8.6]
SS.5.D.7	Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade (Use a Land Use and Resources Map to determine what important natural resources are in an area and generate ideas on how to distribute to others) [D.8.7]
SS.5.D.8	Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive (Create a new business in order to provide a needed goods or service. Discuss possible risks and profits) [D.8.8]
SS.5.D.9	Explain why the earning power of workers depends on the their productivity and the market value of what they produce (Use The Lorax as a discussion tool) [D.8.9]
SS.5.D.10	Describe how personal decisions can have a global impact on issues such as recycling and conserving the environment (Posters for Earth Day) [D.8.11]
<b>E – The Behavioral Sciences: Individuals, Institutions, and Society</b>	

## 5th Grade Social Studies Benchmarks

SS.5.E.1	Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other functions on individual learning (Brainstorm about how these factors affect our learning) [E.8.1]
SS.5.E.2	Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people (Following a regional unit, discuss how these factors influence the lives of the people) [E.8.3]
SS.5.E.3	Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community (Brainstorm what connections bring people to a community – family, common language, common beliefs, values, etc) [E.8.4]
SS.5.E.4	Describe and explain the influence of ethnic origin and race on the interactions of individuals (Discuss discrimination – separating groups by hair color, eye color, handedness, etc) [E.8.6]
SS.5.E.5	Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society (Discuss discrimination – separating groups by hair color, eye color, handedness, etc) [E.8.7]
SS.5.E.6	Give examples to show how the media may influence the behavior and decision-making of individuals and groups (Current events discussions) [E.8.8]
SS.5.E.7	Give examples of the cultural contributions of racial and ethnic groups in the United States (Discuss the contributions of individuals such as Dr. Martin Luther King, Cesar Chavez, or Justin Dart) [E.8.9]
SS.5.E.8	Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding (Small groups research immigrants from other countries. Find out why they came to the United States, where they settled, what customs and traditions they practiced, what influences on our culture or communities they had, and examples of misunderstandings created by their settlement) [E.8.10]
SS.5.E.9	Select an example of artistic expression for the purpose of comparing and contrasting the beliefs expressed (Look at famous American paintings or early photographs to determine the artist's point of view and how the painting makes you feel) [E.8.13]
SS.5.E.10	Describe cooperation and interdependence among individuals, groups such as helping others in times of crisis (Interdependence of trade, Red Cross and disasters, early Pilgrims and Native Americans, and Current Events) [E.8.14]