



5 <sup>th</sup> GRADE SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> <li>• <b>CS.H.K6.GS3:</b> Demonstrate an understanding of the cultural inheritance provided by the Church. <i>(ILSS.3-5.IS.1; IS.5; IS.7; IS.9; IS.10; ILSS.5.CV.1; CV.2; CV.3; EC.2; G.2; H.1; H.2)</i></li> <li>• <b>CS.H.K6.IS9:</b> Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences. <i>(ILSS.3-5.IS.3; IS.4; IS.8; IS.9; IS.10; ILSS.5.CV.1; CV.2; CV.3; CV.4; EC.1; EC.2; G.1; G.2; G.3; G.4; H.1; H.2; H.3)</i></li> <li>• <b>CS.H.K6.IS11:</b> Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. <i>(ILSS.5.CV.1; CV.2; CV.3; CV.4; EC.2; EC.3; G.1; G.2; G.3; H.1; H.2)</i></li> <li>• <b>CS.H.K6.DS2:</b> Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after. <i>(ILSS.3-5.IS.3; IS.8; IS.9; IS.10; ILSS.5.CV.2; CV.4; EC.1; EC.2; G.2; G.3; G.4; H.1)</i></li> <li>• <b>CS.H.K6.DS4:</b> Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. <i>(ILSS.3-5.IS.1; IS.2; IS.3; IS.4; IS.5; IS.6; IS.7; IS.8; IS.9; IS.10; ILSS.5.CV.2; CV.3; CV.4; EC.2; EC.3; EC.4; G.2; H.1; H.2; H.3)</i></li> </ul>	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> <li>• Identify varied resources that answer essential and student generated questions and that take into consideration multiple points of view.</li> <li>• Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources.</li> <li>• Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.</li> <li>• Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.</li> <li>• Discover how positive incentives and negative consequences influence behavior in the U.S. economy and around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct arguments using claims and evidence from multiple sources.</li> <li>• Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.</li> <li>• Determine the ways in which government pays for goods and services it provides.</li> <li>• Explain that interest is the price the borrower pays for using someone else's money.</li> <li>• Analyze the effects of catastrophic environmental and technological events on human settlements and migration</li> <li>• Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</li> </ul>



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> <li>Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.</li> <li>Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the central claim in a work of history.</li> </ul>
Essential Questions	
<ul style="list-style-type: none"> <li>How do the choices people make affect themselves and others, not only economically but spiritually?</li> <li>How does understanding the past help us make sense of the present and prepare for the future?</li> <li>How does effective questioning lead to finding truth when studying the past and present?</li> <li>What makes a rule or law just?</li> <li>How do maps and data help us understand different societies and cultures across the world in order to solve unique problems?</li> </ul>	
Vital Vocabulary	
<ul style="list-style-type: none"> <li>Chronological, Citizenship, Consumer, Cultural, Democracy, Economic, Global, Incentive, Just, Lawful, Migration, Opportunity, Primary Source, Producer, Representation, Reputable (Source), Responsibility, Society, Sequence, Supply and Demand</li> </ul>	

*Additional Resources:* [Cardinal Newman History Resources, Appendix D](#)