

# Social Studies Model Curriculum Correlations

## Grade 5



<b>Theme</b>	<b><i>Ohio in the United States</i></b>
<b>Strand</b>	<b><i>History</i></b>
<b>Topic</b>	<b><i>Historical Thinking and Skills</i></b> Historical thinking begins with a clear sense of time: past, present, and future and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.
<b>Content Statement</b>	<b><i>1. Multiple-tier timelines can be used to show relationships among events and places.</i></b>

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Lesson – [Can I Vote?](#)

<b>Theme</b>	<b><i>Regions and People of the Western Hemisphere</i></b>
<b>Strand</b>	<b><i>Government</i></b>
<b>Topic</b>	<b><i>Civic Participation and Skills</i></b> Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy..
<b>Content Statement</b>	<b><i>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</i></b>

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Lesson – [Watching the 2012 Presidential Returns](#)

Activity – **DoubleClick Democracy Mock Election (November)**

<b>Theme</b>	<b><i>Regions and People of the Western Hemisphere</i></b>
<b>Strand</b>	<b><i>Government</i></b>
<b>Topic</b>	<b><i>Roles and Systems of Government</i></b> The purpose of government in the United States is to establish order, protect the rights of individuals and promote the common good. Governments may be organized in different ways and have limited or unlimited powers.
<b>Content Statement</b>	<b><i>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.</i></b>

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Lesson – [Democracy: Who? What? Where?, Around the World](#)

<b>Theme</b>	<b><i>Regions and People of the Western Hemisphere</i></b>
<b>Strand</b>	<b><i>Economics</i></b>
<b>Topic</b>	<b><i>Economic Decision Making and Skills</i></b> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems
<b>Content Statement</b>	<b><i>12. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</i></b>

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Lesson – [Watching the 2012 Presidential Returns](#)