

Fifth Grade Standards: SOCIAL STUDIES

*Note: This information has been adapted from the 2020 Colorado State Standards as presented on the Colorado Department of Education (CDE) website. It is *not* an exhaustive or detailed list. All standards mentioned represent skills grade-level students should have mastered by the end of the grade-level year. If you desire further information, please visit the Standards page on the CDE website: <https://www.cde.state.co.us/standardsandinstruction/standards>

This document provides tiered support in addressing the academic standards. Families can choose to approach their curriculum selection and content-area instruction in one or all of three categories: a general **Overview** of expectations and “social studies” behaviors, **Learning Objectives** (a “fly by” glance of concepts a student masters throughout the school year) and **Guiding Questions** and **Specific Skills** (expanded ideas to guide and explain the learning objectives). As you consider lesson planning for each grade level, use the “Overview” and “Learning Objectives” checklists to help you plan out your year. (Note that specific time periods/social studies content to cover is not explicitly stated (except for some guidelines pertaining to Colorado history). Therefore, we highly recommend using the Core Knowledge Sequence ([click here](#)) to help you in your planning.) Start with the end in mind: If my child needs to know how to _____ by the end of the school year, what learning activities can be implemented to introduce and then reinforce the concepts? Think next about smaller steps in learning that your child needs to master in order to reach that end goal. Also keep in mind that most objectives are not learned in isolation, meaning learning objectives are often combined. You don’t need to ensure your child has mastered learning objective #1 before moving on to the next. Combining two or more objectives in a week’s lesson plan can make for more creative and integrated learning. If you are using a reputable and research-based curriculum, then your child will most likely be working his/her way through these learning objectives in a well-paced and consistent manner. (A brief sampling of solid curriculum options can be found on the CSP website under “Homeschool Resources.”)

Overview

Expectations for 5th Grade Students:

- **History:** Use timelines, artifacts, and documents to understand the different people, diverse (cultural) perspectives, and important events that shaped the early history of the United States (exploration through the American Revolution).
- **Geography:** Use different kinds of maps, globes, graphs, and diagrams to ask and answer questions about the geography of the 13 Colonies and the United States.
- **Economics:** Explain how trade shaped the development of early America; understand how government actions connect with the economy (interest rates) at the local, state, and national level. **Personal Financial Literacy:** Identify different financial institutions (banks, credit unions) and the services they provide.
- **Civics:** Explain the foundations and structure (the Executive, Judicial, and Legislative branches) of the United States government; describe the rights and responsibilities of U.S. citizenship.

Throughout 5th Grade You May Find Students:

- Analyzing primary and secondary sources such as artifacts, documents, photos, and newspaper articles to examine and explain U.S. historical events; identifying multiple perspectives and diverse cultural groups that were important to events in early United States history; exploring the events that led up to the American Revolution and the lives of the people involved.
- Using map keys, symbols, and legends to locate and identify the types of natural resources found in the United States; describing the role that resources played in the development of the 13 Colonies and the United States.
- Defining the basic parts of the United States’ capitalist economy; examining why people need banks and other financial institutions; identifying the products and services provided by financial institutions (banks, credit unions), such as checking and savings accounts and loans.

- Identifying and explaining the principles of democracy and how founding documents (Declaration of Independence, the Constitution, Bill of Rights) reflect and preserve these principles; engaging in discussions about the rights and responsibilities of citizenship.

Learning Objectives

History:

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.
2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Geography:

3. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.
4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Economics:

5. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.
6. Apply economic reasoning skills to make informed personal financial decisions.

Civics:

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.
8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Guiding Questions and Specific Skills

History

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

A. Guiding Questions

- How do sources with varied perspectives help us to understand what happened in the past?
- Why is important to understand the historical context of events?
- How might history be different without the Declaration of Independence?

B. Specific Skills

- Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history.
- Recognize how historical context can affect the perspective of historical sources.
- Examine significant historical documents. For example: the Stamp Act, the Declaration of Independence, and the Constitution.
- Interpret timelines of eras and themes in North America from European colonization through the establishment of the United States Government.

- Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in North America from European colonization through the establishment of the United States Government.
- Make observations and draw conclusions from a variety of sources when studying American history.
- Identify and explain multiple perspectives when exploring events, ideas, issues in United States history.

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

A. Guiding Questions

- How did historical events and individuals contribute to diversity in the United States?
- How did important American documents shape American beliefs and values?
- To what extent did individuals and their ideas contribute to the establishment of the United States government?

B. Specific Skills

- Identify and explain cultural interactions between the European colonists, American Indians, and enslaved individuals, such as the Columbian Exchange and various trade networks.
- Identify and describe the significant individuals and groups of American Indians and European colonists before the American Revolution.
- Explain the development of political, social and economic institutions in the British American colonies.
- Explain important political, social, economic, and military developments leading to and during the American Revolution.
- Identify and explain multiple perspectives when exploring events, ideas, and issues in United States history.
- Understand that historical thinkers examine the context and information from the past to make connections and inform decisions in the present. For example, the concept of liberty continues to be defended by lawyers and citizens; the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Geography

1. Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.

C. Guiding Questions

- How can various types of maps and other geographic tools communicate geographic information incorrectly?
- How do you think differently about data when it is displayed spatially?
- How and why do we label places?
- How have places and regions in the United States been influenced by the physical geography of North America over time?

D. Specific Skills

- Use geographic tools and sources to research and answer questions about United States geography.
- Answer questions about regions of the United States using various types of maps.
- Use geographic tools to identify, locate, and describe places and regions in the United States and suggest reasons for their location.
- Describe the influence of accessible resources on the development of local and regional communities throughout the United States.
- Investigate geographic resources to form hypotheses, make observations, and draw conclusions about communities in the United States.

2. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

A. Guiding Questions

- What human and physical characteristics have motivated, prevented, or impeded migration and immigration over time?
- How can migration and immigration be represented geographically?
- How has the movement of people and their belongings affected the environment both positively and negatively?

B. Specific Skills

- Understand causes and consequences of movement.
- Identify variables associated with discovery, exploration, and migration.
- Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures.
- Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment.
- Analyze how cooperation and conflict among people contribute to political, economic, and social divisions in the United States.
- Give examples of the influence of geography on the history of the United States.

Economics

1. Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.

A. Guiding Questions

- How did different cultures or communities in Early America interact with each other?
- Why do people trade?

- Why do most modern societies choose to use money?
- How are financial institutions important to society?

B. Specific Skills

- Understand that trade shaped the development of Early America.
- Identify examples of the productive resources and explain how they are used to produce goods and services, such as land, labor, and capital.
- Compare ways in which people and communities exchanged goods and services, such as barter and monetary exchange.
- Identify the goods and services that were traded among different cultures and regions.
- Describe how patterns of trade evolved within Early America.
- Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks.
- Recognize how members of a community rely on each other through trade and exchange.

2. Apply economic reasoning skills to make informed personal financial decisions.

A. Guiding Questions

- What risks and benefits are associated with spending versus saving and investing?
- How can a checking account help to decide how to spend and save?
- Why do people use financial institutions rather than self-banking?
- How do people choose a financial institution?

B. Specific Skills

- Examine how individuals use financial institutions to manage personal finances.
- Differentiate between saving and investing.
- Establish the function of banking.
- Distinguish between different types of financial institutions such as banks and credit unions, and the services provided. For example: checking accounts, savings accounts, investments, and loans.
- Create a way to keep track of money spent and money saved.
- Make connections between information gathered and personal experiences to apply and/or test solutions when choosing a financial institution or financial product.
- Express one's own emotions, thoughts, and values and identify how they influence behavior when making decisions regarding choosing a financial institution or financial product.

Civics

1. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

A. Guiding Questions

- How might citizens view an issue differently because of their backgrounds?
- What is the most important right of a citizen?
- What is the most important responsibility of a citizen?
- How does government meet its responsibility to citizens?
- Who is government?

B. Specific Skills

- Construct an understanding of the foundations of citizenship in the United States.
- Describe and provide sources and examples of individual rights.

- Give examples of group and individual actions that illustrate civic ideals in the founding of the United States. For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.
- Explain the reasons for the settlement of the American colonies.
- Define the criteria and process for becoming a citizen.
- Realize that civic-minded individuals understand that civic virtues such as civility, cooperation, respect, and responsible participation are foundational components of our society.
- Realize that civic-minded individuals understand the significance of peaceful assembly by groups and respectful behavior during a performance or speech.
- Realize that civic-minded individuals understand that the foundations of citizenship in the United States ensure that citizens' rights are being protected. For example, the rule of law applies to everyone in society and all individuals and groups are treated with respect.

2. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

A. Guiding Questions

- What are democratic ideals and practices and their historic origins?
- Were the founding fathers correct in keeping the Constitution open for flexibility and interpretation? Why?
- How have historical documents defined and distributed power?

B. Specific Skills

- The origins, structures, and functions of the United States government.
- Explain the historical foundation and the events that led to the establishment of the United States government. For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.
- Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles.
- Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them.
- Describe how the decisions of the national government affect local and state government.
- Identify and explain multiple perspectives when exploring the events leading to the creation of the United States government and the principles of American democracy.