

Kindergarten Social Studies Priority Standards

Quarter 1 Priority Standards and Skills

Standards: Social Studies 5 <sup>th</sup> grade	Skills	Sample Questions
<p>Knows that there are many sides to an argument and can share one’s own side with evidence-based research.</p>	<p>By the end of 5th grade, students will:            SSS1.5.1 Evaluate the relevance of facts used in forming a position on an issue or event.            SSS1.5.2 Construct arguments using claims and evidence from multiple sources.            SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>	<ul style="list-style-type: none"> <li>● Looking at multiple sources, how do the ideals stated in the Declaration of Independence and the United States Constitution still apply today? Do they apply equally to everyone?</li> <li>● What are the positive, negative, and neutral results of economic decisions made during the colonial period?</li> <li>● Looking at different maps, how did the movement of the colonists to the Americas force the movement of tribal people from their land?</li> </ul>
<p>Knows that the study of chronology is necessary for understanding cultures, global connections, and historical events.</p>	<p>By the end of 5th grade, students will:            H1.5.1 Create timelines to demonstrate historical events caused by other important events.            H1.5.2 Demonstrate how the following themes and developments help to define eras in U.S.</p> <ul style="list-style-type: none"> <li>● Development of tribal nations in North America (time immemorial to 1791)</li> <li>● Encounter, colonization, and devastation (1492-1763)</li> <li>● Revolution and constitution (1763-1791) history from time immemorial to 1791:</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● What are the purposes of a timeline?</li> <li>● What makes an event important enough to put on a time-line? Who decides what is important?</li> </ul>
<p>Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to</p>	<p>By the end of 5th grade, students will:            G1.5.1 Construct and use maps to show and</p>	<ul style="list-style-type: none"> <li>● What impact did geography (landforms, climate, and natural resources) have on</li> </ul>

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<p>understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.</p>	<p>analyze information about European settlement in the United States.            G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.            G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.            G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p>	<p>the settlements in the Americas?</p> <ul style="list-style-type: none"> <li>• What were the cultural characteristics of the people in the thirteen colonies?</li> </ul>
<p>Can make decisions about how to use resources to benefit oneself and others.</p>	<p>By the end of 5th grade, students will:            E1.5.1 Analyze and explain the benefits of the decisions that colonists made to meet their wants and needs.            E1.5.2 Explain how people have to make choices between wants and needs, and evaluate the outcomes or consequences of those choices.            E1.5.3 Evaluate the costs and benefits of individual choices.            E1.5.4 Evaluate positive and negative incentives to individuals and communities that influence the decisions people make.</p>	<ul style="list-style-type: none"> <li>• What are examples of positive and negative results of economic decisions during the colonial period?</li> <li>• How can we make economic decisions to maximize the wellbeing of individuals and society?</li> </ul>
<p>Knows that different communities create rules to promote the common good and individual liberties.</p>	<p>By the end of 5th grade, students will:            C1.5.1 Apply civic virtues and democratic principles in school.            C1.5.2 Identify core virtues and democratic principles found in foundational national documents that guide government, societies, and communities.            C1.5.3 Use deliberative processes when making decisions or reaching judgement as a group.            C1.5.4 Identify the beliefs, experiences, perspectives, and values that underlie their</p>	<ul style="list-style-type: none"> <li>• How do the values and principles in America, as stated in the Declaration of Independence, still apply today? Are there examples of how they don't apply to everyone?</li> <li>• How is a public issue related to constitutional rights and the common good?</li> </ul>

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	<p>own and others' points of view about civic issues.                  C1.5.5 Describe and apply the key ideals of unity and diversity within the context of the United States.</p>	
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Quarter 2 Priority Standards and Skills

Standards: Social Studies 5 <sup>th</sup> grade	Skills	Sample Questions
<p>Knows how to ask a variety of quality questions and find appropriate materials to find the answers to those questions.</p>	<p>By the end of 5th grade, students will:                  SSS2.5.1 Explain how supporting questions help answer compelling questions in an inquiry.                  SSS2.5.2 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.                  SSS2.5.3 Critique arguments.                  SSS2.5.4 Critique explanations.</p>	<ul style="list-style-type: none"> <li>• What sources would you need to explain how the Triangle Trade supported colonial agricultural production?</li> </ul>
<p>Knows that history is a series of connected events shaped by multiple cause-effect relationships, linking past to present.</p>	<p>By the end of 5th grade, students will:                  H2.5.1 Analyze and explain how individuals have caused change in United States history.                  H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.                  H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.</p>	<ul style="list-style-type: none"> <li>• How did enslaved Africans and free people of color resist oppression in the thirteen colonies?</li> <li>• How did the ability to mass print the Declaration of Independence and other documents lead to a democratic movement?</li> </ul>
<p>Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at</p>	<p>By the end of 5th grade, students will:                  G2.5.1 Compare and analyze the impact of the European colonists' movement to the</p>	<ul style="list-style-type: none"> <li>• How did the movement of the colonists to the Americas force the movement of</li> </ul>

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<p>local-to-regional scale. Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.</p>	<p>Americas on the land of Native American peoples.                  G2.5.2 Explain how culture influences the way people modify and adapt to their environments.                  G2.5.3 Explain how the cultural and environmental characteristics of places change over time.                  G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.                  G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.                  G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural re-sources.                  G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p>	<p>tribal people from their land?</p> <ul style="list-style-type: none"> <li>• How did the agricultural practices of the thirteen colonies force the movement of African people as slave labor?</li> </ul>
<p>Understands the basic elements of a community's economic system, including producers, distributors, and consumers of goods and services.</p>	<p>By the end of 5th grade, students will:                  E2.5.1 Describe how colonial American economic systems worked.                  E2.5.2 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.                  E2.5.3 Explain why individuals and businesses specialize and trade.                  E2.5.4 Explain the relationship between investment in human capital, productivity, and future incomes.</p>	<ul style="list-style-type: none"> <li>• How did the economy of each colony affect its population and labor practices?</li> <li>• How did the demand for specific agricultural goods lead to southern colonies' dependence on enslaved labor?</li> </ul>
<p>Recognizes that one has rights and responsibilities as a citizen in one's own community.</p>	<p>By the end of 5th grade, students will:                  C2.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.                  C2.5.2 Explain how a democracy relies on people's responsible participation, and draw</p>	<ul style="list-style-type: none"> <li>• What are the functions of the three branches of the United States government?</li> <li>• What benefit does having three branches of government serve the people of today?</li> </ul>

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	<p>implications for how individuals should participate.</p> <p>C2.5.3 Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>C2.5.4 Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>C2.5.5 Describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)</p>	
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Quarter 3 Priority Standards and Skills

Standards: Social Studies 5 <sup>th</sup> grade	Skills	Sample Questions
<p>Knows that there are many ideas, issues, and conflicts going on in the world around one and can listen in order to understand the different points of view and use one's own voice to enact change.</p>	<p>By the end of 5th grade, students will:</p> <p>SSS3.5.1 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p>SSS3.5.2 Use procedures to make decisions about and act on civic problems in their classrooms and schools. Use a range of deliberative and democratic</p>	<ul style="list-style-type: none"> <li>• What is the impact of settlement on the geography of the Americas? Is there a need to reverse these impacts? If so, what can you do about it?</li> <li>• How can you influence how different historical events are viewed and honored by the public?</li> </ul>

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<p>Understands that historical events can be interpreted differently by different individuals, families, and communities.</p>	<p>By the end of 5th grade, students will:  H3.5.1 Explain why individuals and groups in the American colonies differed in their perspectives.  H3.5.2 Explain connections among historical context and people’s perspectives in the American colonies.  H3.5.3 Describe how people’s perspectives shaped the historical sources they created.</p>	<p>How has the influence of women on United States history and Alaska state history changed over time?  Why do different groups have different accounts of the same event? Why is it important to learn about historical events from multiple perspectives?</p>
<p>Knows that people, products, and ideas can move, connecting local and global communities to each other.</p>	<p>By the end of 5th grade, students will:  G3.5.1 Describe the impact of European settlements on Native American tribes.  G3.5.2 Determine the impact of trade on African peoples.  G3.5.3 Explain why environmental characteristics vary among different world regions.  G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.  G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.</p>	<ul style="list-style-type: none"> <li>● What impact did geography have on where Europeans settled in the Americas?</li> <li>● How did the growth in trade of cotton and tobacco impact the slave population of the United States?</li> </ul>
<p>Knows that the government has a role in the economy.</p>	<p>By the end of 5th grade, students will:  E3.5.1 Describe the impact of the British government on the economy of the American colonies.  E3.5.2 Explain ways the British used taxation policies to pay for goods and services they provided.  E3.5.3 Explain what interest rates are.</p>	<ul style="list-style-type: none"> <li>● Why was it difficult for the American colonies to pay back the cost of the French and Indian War?</li> <li>● How did British taxation policies influence the economy of the American colonies?</li> </ul>
<p>Knows that there are different communities nearby and that there may be different rules for different communities.</p>	<p>By the end of 5th grade, students will:  C3.5.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>	<ul style="list-style-type: none"> <li>● As sovereign nations, what do local tribes do to meet the economic and cultural needs of their tribal communities?</li> <li>● How did the Iroquois Confederacy</li> </ul>

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	<p>C3.5.2 Discuss how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>C3.5.3 Explain the origins and purposes of rules, laws, and key provisions of the United States Constitution around treaty building and global relationships.</p>	<p>impact the development of the United States Constitution?</p>
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Quarter 4 Priority Standards and Skills

Standards: Social Studies 5 <sup>th</sup> grade	Skills	Sample Questions
<p>Knows that there are many ways to share ideas and can evaluate evidence and determine best tools to express one’s own knowledge and understanding.</p>	<p>By the end of 5th grade, students will:</p> <p>SSS4.5.1 Research multiple perspectives to take a position on a public or historical issue in a paper or presentation.</p> <p>SSS4.5.2 Prepare a works cited page that connects with in-text attributions that are aligned to a style of citation (i.e. MLA, APA, etc.) with more publication detail.</p> <p>SSS4.5.3 Use evidence to develop claims in response to compelling questions.</p> <p>SSS4.5.4 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<ul style="list-style-type: none"> <li>• What does it mean to be a responsible citizen of the United States or a tribe?</li> <li>• How did British taxation policies influence the economy of the American colonies?</li> </ul>

<p>Can use the historical inquiry process that is based in materials, including primary source documents, to study and analyze the past and</p>	<p>By the end of 5th grade, students will:</p> <p>H4.5.1 Recognize and explain that significant historical events in the United States have</p>	<ul style="list-style-type: none"> <li>• Why should historians always use more than one document when asking historical questions? Why are different</li> </ul>
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<p>understand current issues and events.</p>	<p>implications for current decisions and influence the future.                      H4.5.2 Describe the purpose of documents and the concepts used in them.                      H4.5.3 Summarize the central claim in a secondary work of history.                      H4.5.4 Use evidence to develop a claim about colonial America.                      H4.5.5 Infer the intended audience and purpose of a historical source from information within the source itself.                      H4.5.6 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p>	<p>viewpoints important?</p>
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<p>Knows that when people specialize and trade, it leads to increased economic interdependence, which is a fundamental step in understanding how the world economy functions.</p>	<p>By the end of 5th Grade, students will:                      E4.5.1 Explain how trade leads to increasing economic interdependence among nations.                      E4.5.2 Explain the effects of increasing economic interdependence on different groups within participating nations.                      E4.5.3 Describe ways people can increase productivity by using improved capital goods and improving their human capital.</p>	<ul style="list-style-type: none"> <li>● What types of problems did the United States face that required interdependence with other nations?</li> <li>● How did dependence on other nations affect groups of people within the United States?</li> </ul>
<p>Understands that when one shows concern for the well-being of one's classroom, school, and community, one is being "civic minded."</p>	<p>By the end of 5th grade, students will:                      C4.5.1 Demonstrate how civic participation relates to rights and responsibilities.                      C4.5.2 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and society.                      C4.5.3 Analyze and evaluate ways of influencing national governments and international organizations to establish or preserve individual rights and promote the common good.</p>	<ul style="list-style-type: none"> <li>● What are my responsibilities as a person living in the United States?</li> <li>● What impact can I have on the issues that affect our nation?</li> </ul>



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	C4.5.4 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	