

# Grade 5

## Disciplinary Skill and Processes

### **SP1 Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.** 5.SP1

- 1 Create and use a chronological sequence of related events to compare developments that happened at the same time. 5.SP1.1
- 2 Explain how events of the past affect students' lives and society. 5.SP1.2
- 3 Generate questions about individuals and groups who have shaped significant historical changes and continuities. 5.SP1.3
  - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States

---

### **SP2 Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.** 5.SP2

- 1 Explain why individuals and groups during the same historical period differed in their perspectives 5.SP2.1
  - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
  - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights

---

**SP3 Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. 5.SP3**

- 1 Develop compelling and supporting questions about the United States that are open to different interpretations. 5.SP3.1
- 2 Use distinctions among fact and opinion to determine the credibility of multiple sources. 5.SP3.2
- 3 Compare information provided by multiple sources about events and developments in the United States. 5.SP3.3
- 4 Infer the intended audience and purpose of a source from information within the source itself. 5.SP3.4
- 5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source. 5.SP3.5
- 6 Construct and present arguments using claims and evidence from multiple sources. 5.SP3.6
- 7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data. 5.SP3.7

---

**SP4 Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. 5.SP4**

- 1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization. 5.SP4.1
  - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 2 Use evidence to develop a claim about the past. 5.SP4.2
- 3 Summarize the central claim in a secondary source. 5.SP4.3

---

**Civics**

**C2 Citizens have individual rights, roles, and responsibilities. 5.C2**

- 1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization. 5.C2.1
  - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

---

**C3 An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. 5.C3**

- 1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government. 5.C3.1
  - Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble
  - Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
  - Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)

---

**C4 Process, rules, and laws direct how individuals are governed and how society addresses problems. 5.C4**

- 1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems. 5.C4.1
  - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools 5.C4.2

---

**Economics**

**E1 A financially literate individual understands how to manage income, spending, and investment. 5.E1**

- 1 Give examples of financial risks that individuals and households face within the context of the time period studied. 5.E1.1

---

**E2 By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. 5.E2**

- 1 Compare the benefits and costs of individual choices within the context of key historical events. 5.E2.1
  - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

---

**E3 Individuals and institutions are interdependent within market systems.** 5.E3

- 1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied. 5.E3.1
  - Characteristics include but are not limited to risk taking, innovation, and problem solving

---

**E4 The domestic economy is shaped by interactions between government, institutions, and the private sector.** 5.E4

- 1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied 5.E4.1
- 2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied 5.E4.2

---

**E5 The interconnected global economy impacts all individuals and groups in significant and varied ways.** 5.E5

- 1 Generate questions to explain how trade leads to increasing economic interdependence on different nations. 5.E5.1
  - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

---

**Geography**

**G1 The use of geographic representations and tools help individuals understand their world.** 5.G1

- 1 Use and construct maps and graphs to represent changes in the United States. 5.G1.1
  - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

---

**G2 Human-environment interactions are essential aspects of human life in all societies.** 5.G2

- 1 Describe how natural and human-caused changes to habitats or climate can impact our world. 5.G2.1

---

**G3 Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. 5.G3**

- 1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. 5.G3.1
  - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

---

**G4 Global interconnections and spatial patterns are a necessary part of geographic reasoning. 5.G4**

- 1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions. 5.G4.1

---

**History**

**H2 Cycles of conflict and cooperation have shaped relations among people, places, and environments. 5.H2**

- 1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe. 5.H2.1
  - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

---

**H4 Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. 5.H4**

- 1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe. 5.H4.1