



GRADE 5
UNITED STATES STUDIES
(AMERICAN REVOLUTION 1763
TO INDUSTRIALISM 1900S)

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board
November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 5

Through an inquiry and integrated approach, students will study the history of the United States including economic, political, and geographic elements as they relate to key events. In addition, students will learn about the development and structure of the national government as well as the roles and responsibilities of citizens.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD 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.SP1.2 Explain how events of the past affect students' lives and society.

5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities (*e.g., 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*).

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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 (*e.g., [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*); *[2] 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*).

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.

5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.

5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.

5.SP3.5 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.SP3.6 Construct and present arguments using claims and evidence from multiple sources.

- Develop an evidence-based claim.
- Interpret evidence from multiple sources to support the claim.

5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard 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 (*e.g., events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization*).

5.SP4.2 Use evidence to develop a claim about the past.

5.SP4.3 Summarize the central claim in a secondary source.

CIVICS – Anchor Standard 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. Examples include:

- 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
- serving in the military

CIVICS – Anchor Standard 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.

- Describe historical government structures (*i.e., Ancient Greece and Rome, colonial governments that influenced the structure of the U.S. Constitution and the three branches of government*).
- Explain how philosophical ideas (*i.e., Enlightenment Thinkers like John Locke*) influenced the structure of the U.S. Constitution and the three branches of government).
- Explain how historical documents (*i.e., the Magna Carta, the Articles of Confederation*) influenced the

U.S. Constitution and the three branches of government).

- Explain how the compromises and ratification debates of the Constitutional Convention influenced the U.S. Constitution and the three branches of government.
- Describe the meaning of the key functions of the United States government as outlined in the Preamble.
- Describe the purpose of key structures of the United States Constitution.
- Describe the roles of the three branches of government (*i.e., distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism*).

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

5.C4.1 Use primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

- Use evidence from primary and secondary sources to explain how laws and policies have addressed public problems and changed society (*e.g., 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, etc.*).

5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

- Use strategies and procedures to make decisions in the classroom and school (*e.g., establish norms for deliberation, listen actively, speak from own experience, advocate for a position with evidence and reasoning, reflect on the deliberation, vote, etc.*).

ECONOMICS – ANCHOR STANDARD E1: A financially literate individual understands how to manage income, spending, and investment.

5.E1.1 Describe examples of financial risks that individuals and households face within the context of the time period studied. (*e.g., America 1763 - 1900s*).

ECONOMICS – ANCHOR STANDARD 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 (*e.g., smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry*).

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

5.E3.1 Describe the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied (*i.e., risk taking, innovation, and problem solving*).

ECONOMICS – ANCHOR STANDARD 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.

ECONOMICS – ANCHOR STANDARD 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 (*i.e., products that are imported into markets within the United States and products that are exported to other markets in the world*).

GEOGRAPHY – ANCHOR STANDARD 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 (*i.e., 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*).

- Use and construct maps to represent physical and human features of the United States.
- Use and construct maps to represent regions of the United States.
- Use and construct maps to represent the location of major events.
- Use and construct maps to represent the growth of the United States through territorial expansion and demographic changes.
- Use and construct maps to represent the states and their capitals.

GEOGRAPHY – ANCHOR STANDARD 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 climates can impact our world.

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

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

5.G3.1 Use geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration (*i.e., 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*).

- Interpret information from different types of maps to analyze causal relationships between key historical events and human settlement and migration.

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

5G4.1 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.

- Describe how industrialization and urbanization led to economic relationships and migration across nearby and distant places or regions.
- Describe how human-made events (*i.e., American Revolution, Constitutional Convention, Civil War, slavery*) led to economic relationships and migration across nearby and distant places or regions).
- Describe how natural phenomena (*e.g., fires, floods, storms, diseases, etc.*) in one area affected events in other areas).

HISTORY – ANCHOR STANDARD 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 (*e.g., cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability*).

HISTORY – ANCHOR STANDARD 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.