Colorado Social Studies

Grade 5

Adopted 2022

Prepared Graduates in Social Studies

1. **Apply the process of inquiry to examine and analyze how historical knowledge is viewed, constructed, and interpreted.** PG.1
2. **Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.** PG.2
3. **Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.** PG.3
4. **Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.** PG.4
5. **Evaluate how scarce resources are allocated in societies through the analysis of individual choice, market interaction, and public policy.** PG.5
6. **Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.** PG.6
7. **Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.** PG.7
8. **Apply economic reasoning skills to make informed personal financial decisions.** PG.8

Fifth Grade — **History**

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1. Analyze primary and secondary sources from multiple points of view to develop an understanding of early United States history. 5.H.1
    a. Recognize how historical context can affect the perspective of historical sources. 5.H.1.A
    b. Examine significant historical documents. For example: The Proclamation of 1763, the Stamp Act, the Declaration of Independence, the Constitution, and treaties with Indigenous Nations such as the Two Row Wampum Treaty. 5.H.1.B
    c. Interpret timelines of eras and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government. 5.H.1.C
    d. Analyze cartoons, artifacts, artwork, charts, and graphs related to eras and themes in early North America. 5.H.1.D
    1. Make observations and draw conclusions from a variety of sources when studying American history. 5.HES.1.1
    2. Identify and explain multiple perspectives when exploring events, ideas, and issues in United States history. 5.HES.1.2
2. Examine the historical eras, individuals, groups, ideas, and themes in North America from early Indigenous Peoples through the European Age of Exploration/post-Columbian colonization and the establishment of the United States Government. 5.H.2
    a. Explain interactions among various groups such as Indigenous Peoples, enslaved individuals (both Indigenous and African), and European colonists. For example: The cultural genocide of Indigenous Peoples, chattel slavery of Africans, the League of the Iroquois, Spanish missions, and trade networks. 5.H.2.A
    b. Identify and describe the contributions of significant individuals and groups of Indigenous Peoples, enslaved individuals, and European colonists through the American Revolution. For example: Crispus Attucks, Sybil Luddington, Benjamin Banneker, Thomas Jefferson, and Patrick Henry. 5.H.2.B
    c. Describe the political, social, and economic reasons for the settlement of the European and American colonies and how it affected Indigenous Peoples and enslaved Africans. 5.H.2.C
    d. Analyze important political, social, economic, and military developments leading to and during the American Revolution. 5.H.2.D
    e. Investigate causes and effects of significant events in early United States history. For example: The establishment of Jamestown, George Washington's crossing of the Delaware River, the French and Indian War, and the Constitutional Convention. 5.H.2.E
    1. Identify and explain multiple perspectives including African Americans, Indigenous Peoples, Latinos, Asian Americans, Hawaiian/Pacific Islanders, LGBTQ, and religious groups when exploring events, ideas, issues in United States history. 5.HES.2.1

1. Use geographic tools and sources to research and answer questions about United States geography. 5.G.1
    a. Answer questions about regions of North America and the United States using various types of maps. 5.G.1.A
    b. Use geographic tools to identify, locate, and describe places and regions in North America and the United States and suggest reasons for their location. 5.G.1.B
    c. Describe the influence of accessible resources on the development of local and regional communities throughout North America and the United States. 5.G.1.C
    1. Investigate geographic resources to form hypotheses, make observations, and draw conclusions about communities in the United States. 5.GES.1.1
2. Examine causes and consequences of movement. 5.G.2
    a. Identify variables associated with discovery, exploration, and migration. 5.G.2.A
    b. Explain migration, trade, and cultural patterns that result from interactions among people, groups, and cultures. 5.G.2.B
    c. Describe and analyze how specific physical and political features influenced historical events, movements, and adaptation to the environment. 5.G.2.C
    d. Analyze how cooperation and conflict among diverse groups of people contribute(d) to political, economic, and social divisions in the United States. 5.G.2.D
    e. Give examples of the influence of geography on the history of the United States. 5.G.2.E
    1. Consider purpose, formality of context and audience, and distinct cultural norms when planning the content, mode, delivery, and expression of analysis of historical events and movements. 5.GES.2.1
    2. Identify and explain multiple perspectives when exploring ideas about conflict in the United States. 5.GES.2.2

Economics

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1. Explain how patterns of trade shaped the development of Early America. 5.E.1
    a. Identify examples of the productive resources and explain how they are used to produce goods and services. For example: Land, labor, and capital. 5.E.1.A
    b. Compare ways in which people and communities exchanged goods and services. For example: Barter and monetary exchange. 5.E.1.B
    c. Identify the goods and services that were traded among different cultures and regions. 5.E.1.C
    d. Describe how patterns of trade evolved within Early America. 5.E.1.D
    e. Explain some of the challenges that American colonists faced that would eventually lead them to the creation of commercial banks. 5.E.1.E
    1. Investigate to form hypotheses, make observations, and draw conclusions about the development of the systems of exchange in the United States. 5.EES.1.1
    2. Recognize how members of a community rely on each other through trade and exchange. 5.EES.1.2

Civics

1. Construct an understanding of the foundations, rights, and responsibilities of citizenship in the United States. 5.C.1
    a. Describe and explain examples of individual rights as a foundation of citizenship. 5.C.1.A
    b. 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. 5.C.1.B
    c. Discuss how the concept of citizenship changed over time in the early American colonies. 5.C.1.C
    1. Recognize how members of a community rely on each other through a variety of ways when creating rules and norms. 5.CES.1.1
    2. Connect knowledge of the foundations of citizenship in the United States to personal ideas/understandings. 5.CES.1.2

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2. Investigate the origins, structures, and functions of the United States government. 5.C.2
    a. Explain the foundational documents and significance of the events that led to the establishment of the United States government. Including but not limited to the Philadelphia Convention, the Declaration of Independence, the Articles of Confederation, the Iroquois Confederacy, the Constitution, and the Bill of Rights. 5.C.2.A
    b. Identify political principles of American democracy and how the Constitution and Bill of Rights reflect and preserve these principles. 5.C.2.B
    c. Explain the origins, structures, and functions of the three branches of the United States government and the relationships among them. 5.C.2.C
    d. Describe how the Constitution balances the power of national and state governments. 5.C.2.D
    1. Identify and explain multiple perspectives when exploring the events leading to the creation of the United States government and the principles of American democracy. 5.CES.2.1

Personal Financial Literacy

1. Examine how individuals use financial institutions to manage personal finances. 5.PF.1
    a. Differentiate between saving and investing. 5.PF.1.A
    b. Establish the function of banking. 5.PF.1.B
    c. 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. 5.PF.1.C
    d. Create a way to keep track of money spent and money saved. 5.PF.1.D
    1. Make connections between information gathered and personal experiences to apply and/or test solutions when choosing a financial institution or financial product. 5.PFES.1.1
    2. 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. 5.PFES.1.2
    3. Ask questions to develop further personal understanding when choosing financial institutions and financial products. 5.PFES.1.3