



Social Studies
Grade 5

Grade 5
Crosswalk for Standard Course of Study and Extended Content Standards

I - Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry 3-5	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.</p> <p>Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	<p>I.1.1 Identify content required to provide an answer to compelling questions.</p> <p>I.1.2 Construct compelling questions that promote inquiry with peers.</p>
Supporting Questions	<p>I.1.3 Understand how responses to supporting questions provide responses to compelling questions.</p> <p>I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.</p>
Gathering and Evaluating Sources	<p>I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.</p> <p>I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.</p>

<p>Developing Claims and Using Evidence</p>	<p>I.1.7 Construct claims in response to compelling and supporting questions. I.1.8 Accurately use information from sources when making claims. I.1.9 Make inferences from information in sources.</p>
<p>Communicating Ideas</p>	<p>I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.</p>
<p>Taking Informed Action</p>	<p>I.1.11 Identify ways to address problems related to the compelling question.</p>

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.	5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.	ECS.5.B.1.1 Illustrate traditions, social structure, and artistic expression that have contributed to the unique identity of the United States.
	5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.	ECS.5.B.1.2 Demonstrate an understanding of how the values and beliefs of various indigenous, religious, and racial groups have impacted the American identity.

Civics and Government		
Standard	Objectives	Extended Content Standards
5.C&G.1 Analyze the structure and function of the United States government in terms of cooperation and compromise.	5.C&G.1.1 Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.	ECS.5.C&G.1.1 Identify the roles and responsibilities of the three branches of government.
	5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.	ECS.5.C&G.1.2 Recognize how the protection of freedom, equality, and justice is impacted by the three branches of government.
5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.	5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.	ECS.5.C&G.2.1 Demonstrate an understanding of the ways in which women, indigenous, religious, marginalized, and racial groups use civic participation and advocacy to encourage government protection of rights.
	5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.	ECS.5.C&G.2.2 Identify ways in which rights are protected under the United States Constitution.

Economics		
Standard	Objectives	Extended Content Standards
5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.	5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.	ECS.5.E.1.1 Demonstrate an understanding of the factors that led to economic growth and decline for the United States over time.
	5.E.1.2 Compare economic decisions in terms of benefits and consequences.	ECS.5.E.1.2 Compare economic decisions in terms of benefits and consequences.
	5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.	ECS.5.E.1.3 Identify the factors of production that influence the economic growth of the United States.
	5.E.1.4 Summarize the role of trade between the United States and other countries.	ECS.5.E.1.4 Demonstrate an understanding of the concept of trade between the United States and other countries.
5.E.2 Understand the impact of personal financial decisions.	5.E.2.1 Explain how personal financial decisions affect everyday life.	ECS.5.E.2.1 Identify how personal financial decisions affect everyday life.
	5.E.2.2 Explain the importance of developing a basic budget for spending and saving.	ECS.5.E.2.2 Recognize the importance of developing a basic budget for spending and saving.
	5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.	ECS.5.E.2.3 Show how personal financial decisions impact economic growth and decline in the United States.

Geography		
Standard	Objectives	Extended Content Standards
5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.	5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.	ECS.5.G.1.1 Demonstrate how the development of the United States has been impacted by location, physical environment, and human activity.
	5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.	ECS.5.G.1.2 Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps.
	5.G.1.3 Explain how technological innovation has impacted the geography of the United States.	ECS.5.G.1.3 Demonstrate an understanding of how technological innovation and inventions have impacted the geography of the United States.
	5 G 1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.	ECS.5.G.1.4 Summarize the reasons for forced and voluntary migration to, from, and within the United States.

History		
Standard	Objectives	Extended Content Standards
5.H.1 Understand the role of various people, events, and ideas in shaping the United States.	5.H.1.1 Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized people have contributed to change and innovation in the United States	ECS.5.H.1.1 Demonstrate an understanding of how the experiences and achievements of minorities, indigenous groups, and marginalized people have impacted the United States.
	5.H.1.2 Summarize the changing roles of women, indigenous, racial, and other minority groups in the United States.	ECS.5.H.1.2 Identify the changing roles of women, indigenous, racial, and other minority groups in the United States.
	5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.	ECS.5.H.1.3 Identify ways in which revolution, reform, and resistance have shaped the United States.
	5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.	ECS.5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.
	5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.	ECS.5.H.1.5 Compare two or more perspectives of various historical events.
	5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.	ECS.5.H.1.6 Identify the significance of national symbols and traditions from various perspectives.