

5th Grade Social Studies Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

- **1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**
 - 1.1.1: Ideals and principles
 - Understands the key ideals of liberty and patriotism as outlined in the Declaration of Independence, U.S. Constitution, and other fundamental documents.
Example: Explains that the Declaration of Independence was written to declare the freedom of the thirteen colonies from Great Britain.
 - 1.1.2: Application of ideals and principles
 - Evaluates how a public issue is related to constitutional rights and the common good.
Example: Justifies how a position on the inclusion of the phrase "under God" in the Pledge of Allegiance relates to freedom of religion.
- **1.2: Understands the purposes, organization, and function of governments, laws and political systems.**
 - 1.2.1: Structure of government
 - Understands the organization of the U.S. government.
Example: Explains that the national government is organized into three branches: legislative, executive and judicial.
 - 1.2.2: Forms of government
 - Understands the function of the U.S. government.
Example: Explains how the legislative branch makes laws.
- **1.4: Understands civic involvement.**
 - 1.4.1: Civic involvement
 - Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.
Example: Explains how the public issue of censorship is related to the right to freedom of speech.

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EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

- **2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**
 - 2.1.1: Economic choices
 - Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.
Example: Explains the reasons why colonists chose to dump tea into the Boston Harbor on December 16, 1773.
- **2.2: Understands how economic systems function.**
 - 2.2.2: Trade
 - Understands how trade affected the economy of the thirteen colonies.
Example: Explains how triangular trade between Britain, Africa, and the thirteen colonies supported cotton, tobacco and sugar production in the colonies.
- **2.3: Understands the government's role in the economy.**
 - 2.3.1: Government and the economy
 - Understands the impact of the British government on the economy of the thirteen colonies.
Example: Explains how Acts passed by the British parliament, such as the Tea Act, affected the distribution of goods in the colonies.

EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

- **3.1: Understands the physical characteristics, cultural characteristics, and location of places and regions.**
 - 3.1.1: Maps and geographic tools
 - **Constructs and uses maps to show and analyze information about European settlement in the Americas.**
Example: Constructs maps that show the location of the thirteen colonies, major landforms, climate, natural resources, and economic products.
 - 3.1.2: Characteristics and spatial organization of places and regions
 - Understands the physical and cultural characteristics of the thirteen colonies.
Example: Explains the differences in the physical characteristics, including landforms, climate and natural resources, of the thirteen colonies.
- **3.2: Understands the interactions between humans and environments.**
 - 3.2.3: Human migration
 - **Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples.**
Example: Explains and analyzes how the movement of the colonists to the Americas forced the movement of native peoples from their land.

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EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

- **4.1: Understands historical chronology.**

- 4.1.1: Chronology
 - Understands and creates timelines to show how historical events are caused by other important events.
Example: Constructs a timeline that relates events to the causes of the Revolutionary War.
- 4.1.2: Chronological eras
 - Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:
 - Development of indigenous societies in North America (time immemorial to 1791)
 - Encounter, colonization, and devastation (1492-1763)
 - Revolution and the Constitution (1763-1791)*Example: Explains how the establishment of colonies, such as Virginia, Massachusetts Bay and Pennsylvania helps to define the history of the Americas between 1492 and 1763 as a time of settlement and colonization.*

- **4.2: Understands and analyzes the causal factors that have shaped major events in history.**

- 4.2.1: Individuals and movements
 - Understands and analyzes how individuals caused change in U.S. history.
Example: Examines the impact Crispus Attucks had on the colonists' desire to fight for freedom from Great Britain.
- 4.2.2: Cultures and cultural groups
 - **Analyzes how people from various cultural groups have shaped the history of the United States.**
Example: Examines how native peoples helped the colonists establish survival skills in their new environment.
- 4.2.3: Ideas and technology
 - Understands how technology and ideas have affected the way people lived and changed their beliefs, and attitudes.
Example: Explains how the idea of individual rights led to the creation of the Bill of Rights.

- **4.3: Understands that there are multiple perspectives and interpretations of historical events.**

- 4.3.1: Historical interpretation
 - **Analyzes the multiple perspectives and interpretations of historical events in U.S. history.**
Example: Differentiates between historical facts, evidence and historical interpretations regarding the Boston Massacre.
- 4.3.2: Multiple causation
 - Analyzes the multiple causes of change and conflict in U.S. history.
Example: Analyzes historical, economic, and geographic factors that led to American colonists declaring independence from Great Britain.

- **4.4: Uses history to understand the present and plan for the future.**

- 4.4.1: Historical antecedents
 - Understands that significant historical events in the U.S. have implications for current decisions and influence the future.
Example: Explains how the principles and ideals set forth in the Constitution and Declaration of Independence affect current and citizen decisions.

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EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

- **5.1: Uses critical reasoning skills to analyze and evaluate positions.**
 - 5.1.1: Understands reasoning
 - Understands the purpose of documents and concepts used in them.
Example: Explains how the concept of rights outlined in the Declaration of Independence relates to a particular public issue.
 - 5.1.2: Evaluates reasoning
 - Evaluates the relevance of facts used in forming a position on an issue or event.
Example: Determines which facts are relevant in supporting a position on whether or not schools should have recess.

- **5.2: Uses inquiry-based research.**
 - 5.2.1: Forms questions
 - Understands how essential questions define the significance of researching an issue or event.
Example: Explains how the essential question “Why do people want to be free?” reminds us why we study the American Revolution.

- **5.3: Deliberates public issues.**
 - 5.3.1: Deliberation
 - Engages others in discussions that attempt to clarify and address multiple viewpoints on public issues based on key ideals.
Example: Engages classmates in a discussion to clarify the multiple viewpoints surrounding the inclusion of “under God” in the Pledge of Allegiance based on the key ideal of freedom.

- **5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
 - 5.4.1: Creates position and product
 - Researches multiple perspectives to take a position on a public or historical issue in a paper or presentation.
Example: Researches multiple perspectives on the public issue of whether or not schools should be required to offer recess to students.
 - 5.4.2: Citing sources
 - Prepares a list of resources, including the title, author, and type of source, date published, and publisher for each source, and arranges the sources alphabetically.
Example: Creates an alphabetical list of resources on the public issue of whether or not recess should be required in schools, including the title, author and type of source, date published and publisher for each source as available.