



Parent Guide: Fifth Grade

STANDARDS:

1. Choices have consequences
2. Individuals have rights and responsibilities
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



CONTENT

(Class content may vary as it is a part of the curriculum developed by your school and not prescribed by the state of Kansas.)

The fifth-grade course-of-study begins with an introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics, and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped our country's founding. They conclude the Fifth Grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world.

Students Should Understand That . . .

- Choices cause change which the decision maker may not be able to anticipate.
- Every choice comes with a cost.
- Choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.
- Rights tell the bearer what they are free to do, but are not a requirement to do it.
- Rights are something that societies often guarantee and come with responsibilities.
- A responsibility is a duty or obligation to perform or complete.
- Identities are who we are, the way we think about ourselves, and how we view the world.

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- Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.
- Practices are the actual application of identities, beliefs, and ideas on real-world issues.
- Change is generally continuous and are often determined by “turning or tipping” points.
- Progress and regression are one of several ways of determining change.
- Continuity is the connection between events, ideas or beliefs over time.
- Relationships are the connections that exist between two or more parties and are characterized by constant change.
- The interaction of a single relationship impacts to some degree all other relationships.
- Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.

CONCEPTS/IDEAS

The following are concepts and ideas that your child may encounter at this grade level.

migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America, technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity, indentured and involuntary servitude/slavery, religious freedom, salutary neglect, social and gender issues, aristocracy, taxation without representation, independence, natural rights, Enlightenment, monarchy, independence, self-government, freedom, liberty, equality, revolution, individual rights, limited government, separation of powers, checks and balances, federalism, suffrage, religious freedom, states' rights, US Constitution

QUESTIONS YOU MIGHT ASK YOUR CHILD

- What defines a people?
- How did the differing beliefs of Native Americans and settlers lead to conflict?
- How did the Puritans contribute to the idea of religious freedom in the United States?
- How were the signers of the Declaration of Independence both traitors and heroes?
- Did the American Revolution cause revolutionary changes in America?
- What voices were missing at the Constitutional Convention?



Competencies

Fifth grade is a transition-year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in Fifth Grade they should begin to apply the principles of interpretation in their work.

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

YOUR CHILD:

- demonstrates ways to increase their own self-confidence when facing challenging tasks.
- explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life.
- demonstrates understanding and perspective by asking questions in a respectful manner.

CULTURAL

YOUR CHILD:

- demonstrates pride in their identity without making others feel badly about who they are.
- connects to other people and knows how to talk, work, and play with others even when they are different or when they disagree.
- understands that the way people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- pays attention to how people (including themselves) are treated, and tries to treat others how they like to be treated.

HISTORY

YOUR CHILD:

- discusses the importance of considering the source of something and the reasons why it was created (Sourcing).
- discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
- identifies points of agreement or disagreement across multiple sources.
- analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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CIVICS/GOVERNMENT

YOUR CHILD:

- distinguishes the responsibilities and powers of the branches of government.
- discusses key United States Constitutional concepts and principles.
- explains how people make rules to create responsibilities and protect freedoms.
- applies civic virtues and democratic principles in the school setting.
- identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
- participates appropriately in discussions with individuals with whom they disagree.

GEOGRAPHY

YOUR CHILD:

- asks geographic questions.
- gathers geographic information from a variety of sources.
- organizes and presents geographic information using a variety of methods and resources.
- analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

ECONOMICS

YOUR CHILD:

- asks economic questions.
- analyzes economic information from a variety of sources.
- answers economic questions by organizing and presenting information in various modes of communication.
- demonstrates economic decision-making skills.

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