



# Parent Guide to Kansas Standards for History, Government, and Social Studies for

## 5th Grade: Beginnings through 1800

### Mission Statement:

The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

- An informed citizen possesses the knowledge needed to understand contemporary political, economic, and social issues.
- A thoughtful citizen applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.
- An engaged citizen collaborates, contributes, compromises, and participates as an active member of a community.

### History, Government, and Social Studies Standards

1. Choices have consequences
2. Individuals have rights and responsibilities
3. Societies are shaped by beliefs, ideas, and diversity
4. Societies experience continuity and change over time
5. Relationships between people, places, ideas, and environments are dynamic

These standards outline the expectations for Kansas students in all classes and courses in History/Government/Social Studies (HGSS). These standards and expectations lay out the skills and knowledge that are being developed through the curriculum and instruction of your local school district.

### Topics that may be discussed . . .

Culture groups	Imperialism	Taxation
Technology	Trade	Independence
Exploration	Salutary neglect	Revolution
Columbian Exchange	Natural Rights	Federalism
	Enlightenment	Constitutions

### At this grade level . . .

The fifth-grade course of study begins with the 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. 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.

### Students should be learning to . . .

- Source of consider who wrote a document as well as the circumstances of its creation.
- Contextualize or locate a document in time and place, and understand how these factors shape its content.
- Consider details across multiple sources to determine points of agreement and disagreement.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational text to support analysis, reflection, and research.
- Distinguish the responsibilities and powers of the branches of government.
- Use a cooperative process when making decisions or reaching judgements as a group.
- Analyze information to seek patterns, relationships, make predictions, and draw inferences and conclusions.
- Make a claim and support it with evidence and argument.