



History and Social Science Standards

2018

Arizona Department of Education

High Academic Standards for Students

Third Grade -Fifth Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for the contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social studies. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The Arizona History and Social Science Standards are premised upon a rigorous and relevant K-12 social studies program within each district and school in the state. Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically by

- Posing and framing questions
- Gathering a variety of evidence
- Recognizing continuity and detecting change over time
- Utilizing chronology to examine cause and effect relationships
- Drawing and combining reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically by

- Examining, interpreting, and contextualizing primary sources focusing on author, purpose, and audience of each source
- Identifying and comparing historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilizing broader understanding to discern subtext in primary and secondary sources

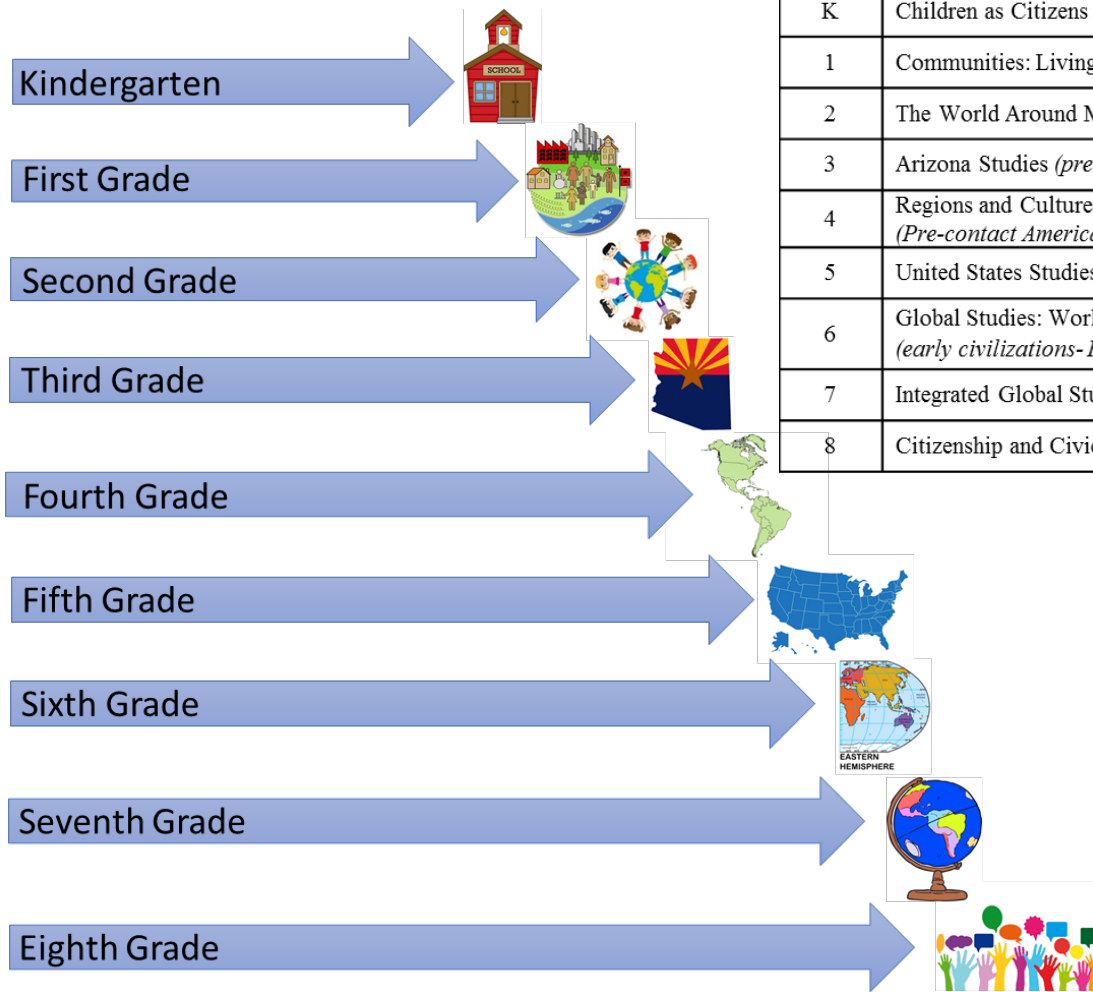
Communicate cogently and in a compelling manner by

- Developing and defending evidenced based arguments
- Utilizing multiple perspectives for comprehensive explanations
- Practicing and cultivating a wide variety of diverse types of writing
- Engaging in constructive conversations around history and social science topics

The Arizona History and Social Science Standards, through the emphasis on content knowledge, disciplinary skills, and process and the integration of inquiry elements will prepare Arizona students to engage actively in civic life and meet the needs and challenges of the 21st century.

K-8 Grade Level Storylines and Content Focus

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each elementary grade level has a storyline and content focus for the year. A more detailed storyline can be found later in this document on the specific grade level standards page. This is not the case for the high school standards.



| Grade | Storyline/Content Focus |
|-------|---|
| K | Children as Citizens |
| 1 | Communities: Living and Working Together |
| 2 | The World Around Me |
| 3 | Arizona Studies (<i>prehistoric to present day</i>) |
| 4 | Regions and Cultures of the Americas (<i>Pre-contact Americas to European settlements up to 1763</i>) |
| 5 | United States Studies [<i>American Revolution (1763) to Industrialism (1900s)</i>] |
| 6 | Global Studies: World Regions and Cultures of the Eastern Hemisphere (<i>early civilizations- Renaissance & Reformation</i>) |
| 7 | Integrated Global Studies (<i>Scientific Revolution & Enlightenment-present</i>) |
| 8 | Citizenship and Civic Engagement in Today's Society |

Core Discipline Descriptors

The content standards are organized under the four core disciplines in social studies. These disciplines - civics, economics, geography, and history - offer a unique way of thinking about and organizing knowledge. Disciplinary skills and processes offer a means for students to verify that knowledge. Descriptions of the core disciplines are included below. The disciplinary skills and processes are described in the next section.

Civics

The civics standards promote the knowledge, skills, and dispositions necessary for informed, responsible participation in public life. Productive civic engagement requires knowledge of the history, principles, and foundations of our Constitutional Republic and that each person has both human and civil rights. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve their communities and society. Civics also requires an understanding of local, state, national, and international institutions. Civics encompasses practices such as voting, volunteering, jury service, contributing to public processes, and the public discourse.

Economics (including financial literacy)

The economic and financial literacy standards promote the concepts and tools necessary to make reasoned judgements about both personal economic questions and broader questions of economic policy. Economic decision making requires a strong understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate resources among alternative uses. This process involves the consideration of costs and benefits with the goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics explains historical developments and patterns, the impacts of trade, and the distribution of income and wealth in local, regional, national, and international economies. Economics also gives students the skills to analyze current issues and public policies.

Geography

The geography standards promote the use of multiple geographic tools and emphasize geographic reasoning to understand local, national, regional, and global issues. Geographic reasoning rests on deep knowledge of the Earth's physical and human features including the location of places and regions, the distribution of landforms and bodies of water, and changes in political boundaries. Geography provides an understanding of the Earth's places and regions, how people with diverse backgrounds interact with their environment and enhances understanding of history, civics, and economics.

History

The history standards promote both historical content and historical thinking skills to prepare students to apply historical thinking to any historical era and context. The study of history is vital because it promotes the development of analytical skills, comparative perspectives, and question and answers modes of critical judgement that promote thoughtful work in any field or career. It is vital for students to study both United States and world history, so they can analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, and turning points in American and world history. Students apply the lessons of history to their lives as citizens of the United States and members of the world community.

Anchor Standards

The Arizona History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. Grade level standards are written to support these Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area. Using these tools, students think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop the skills to make sense of it. **The Anchor Standards are listed below.**

| Disciplinary Skills and Processes | Civics | Economics | Geography | History |
|--|--|---|--|--|
| SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | C1: Civic virtues and democratic principles are key components of the American political system. | E1: A financially literate individual understands how to manage income, spending, and investment. | G1: The use of geographic representations and tools helps individuals understand their world. | H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. |
| SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. | C2: Citizens have individual rights, roles, and responsibilities. | E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. | G2: Human-environment interactions are essential aspects of human life in all societies. | H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments. |
| SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. | C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship. | E3: Individuals and institutions are interdependent within market systems. | G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. | H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. |
| | | E4: The domestic economy is shaped by interactions between government, institutions, and the private sector. | | |
| SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. | C4: Process, rules, and laws direct how individuals are governed and how society addresses problems. | E5: The interconnected global economy impacts all individuals and groups in significant and varied ways. | G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning. | H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. |

The twenty-one Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

| CONTENT AREA | ANCHOR STANDARDS | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | HS |
|--------------------|--|---|---|---|---|---|---|---|---|---|----|
| SKILLS & PROCESSES | SP1: Change, continuity, and context | X | X | X | X | X | X | X | X | X | X |
| | SP2: Multiple perspectives | X | X | X | X | X | X | X | X | X | X |
| | SP3: Gathering, using, and interpreting evidence | X | X | X | X | X | X | X | X | X | X |
| | SP4: Causation and argumentation | | | X | X | X | X | X | X | X | X |
| CIVICS | C1: Civic virtues and democratic principles | X | X | | X | X | | | | X | X |
| | C2: Individual Rights, Roles, and Responsibilities | X | | X | | X | X | X | X | X | X |
| | C3: Civic and political institutions | | X | | X | | X | | | X | X |
| | C4: Process, rules, and laws | X | | X | | | X | X | X | X | X |
| ECONOMICS | E1: Financial Literacy/Personal Finance | | X | X | X | | X | X | | X | X |
| | E2: Economic decision making | X | X | | X | X | X | | X | X | X |
| | E3: Exchange and Markets | | X | X | | X | X | X | X | X | X |
| | E4: The National Economy | | | X | | | X | | | X | X |
| | E5: The Global Economy | | | X | | | X | X | X | X | X |
| GEOGRAPHY | G1: Geographic Representations | X | X | X | X | X | X | X | X | X | X |
| | G2: Human-environment interaction | X | X | X | X | | | X | X | X | X |
| | G3: Human population and movement | | X | X | X | X | X | X | X | X | X |
| | G4: Global Interconnections | | | X | X | X | X | X | X | X | X |
| HISTORY | H1: Culture, Civilization and Innovation | X | X | X | X | X | | X | X | | X |
| | H2: Conflict and Cooperation | X | X | | X | X | X | X | X | X | X |
| | H3: Influence of Economic, Political, and Religious Ideas and Institutions | | | X | X | X | | X | X | X | X |
| | H4: Patterns of Social and Political Interactions | X | X | | | | X | X | X | | X |

Inquiry Arc

Children and adolescents are naturally curious and - in their effort to understand the world around them - have a bottomless well of questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- ***Inquiry Element 1: Developing Compelling Questions***
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- ***Inquiry Element 2: Constructing Supporting Questions***
Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- ***Inquiry Element 3: Gathering and Evaluating Sources***
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- ***Inquiry Element 4: Developing Claims***
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- ***Inquiry Element 5: Communicating Conclusions***
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have opportunity to critique their scholarship as well as the scholarship of others.
- ***Inquiry Element 6: Taking Informed Action***
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design of the Arizona History and Social Science Standards

The Arizona History and Social Science Standards define the knowledge, understanding, and skills that need to be effectively taught and learned for all students to be ready to succeed in credit-bearing, college-entry courses, in the workplace, in military service, and in civic life as the member of a constitutional republic. The Standards present a vision of what it means to be a civic, economic, geographic, and historically literate person in the 21st century.

The Arizona History and Social Science Standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education:

- Social studies prepares the nation's youth for college, career, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary application and welcomes integration with other content areas.
- Social studies are composed of deep and enduring understandings, concepts, and skills.
- Social studies should have direct and explicit connections to the ELA standards.

The Arizona History and Social Science Standards are:

- Directed in a coherent progression across grades K-12,
- Aligned with college and workforce expectations,
- Focused on rigorous content and applications of knowledge through higher level thinking,
- Research and evidence based,
- Broad in nature, allowing for the widest possible range of student learning, and
- Designed as an integrated approach to content while still maintaining disciplinary integrity.

The Arizona History and Social Science Standards are not curriculum or instructional practices.

While the Arizona History and Social Science Standards may be used as the basis for a district's or school's curriculum, they are not curriculum. Therefore, identifying a sequence of instruction at each grade - what specifically will be taught and for how long - requires concerted effort and attention at the local level. Curricular tools, including textbooks, are selected by the district/school and adopted through local governing board. The Arizona Department of Education defines standards, curriculum, and instruction as:

- **Standards** are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.
- **Curriculum** refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.
- **Instruction** refers to the methods or methodologies used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

The Arizona History and Social Science Standards assume students have regular standards-based social studies instruction every year. The amount of time individual students need to learn these standards will vary. The chart below specifies the expected social studies instructional time necessary for students to learn these standards.

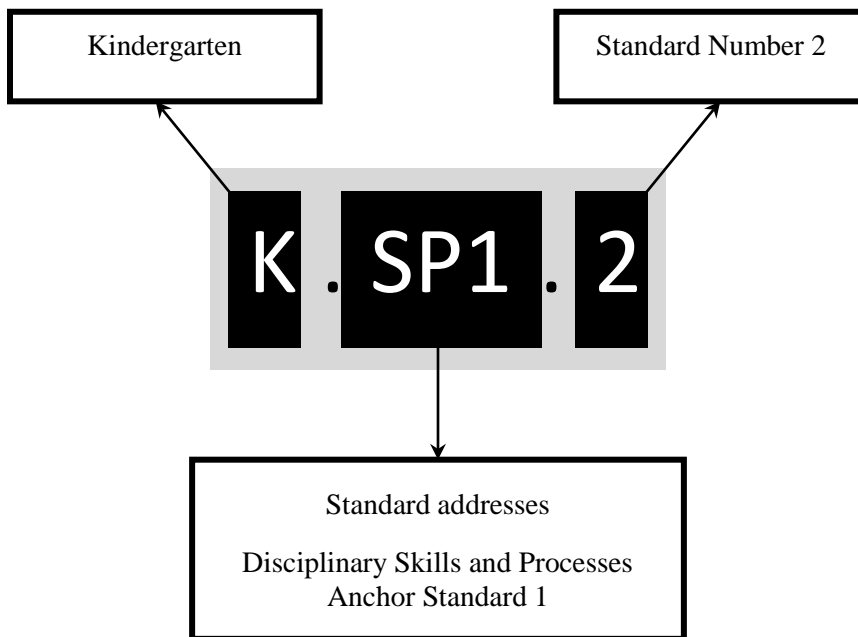
| Grade | Assumed Minutes per Week | Assumed Average Minutes per Day |
|----------------|---------------------------------|--|
| K | 90 minutes/week | 18 minutes/day |
| 1 | 150 minutes/week | 30 minutes/day |
| 2 | 150 minutes/week | 30 minutes/day |
| 3 | 200 minutes/week | 40 minutes/day |
| 4 | 225 minutes/week | 45 minutes/day |
| 5 | 225 minutes/week | 45 minutes/day |
| 6 | 250 minutes/week | 50 minutes/day |
| 7 | 250 minutes/week | 50 minutes/day |
| 8 | 250 minutes/week | 50 minutes/day |
| HS (3 credits) | 275 minutes/week | 55 minutes/day |

The Arizona History and Social Science Standards have been designed so that these time assumptions provide adequate time for instruction and opportunities to learn the standards for each grade level. Depending on local factors, schools may allocate more or less time when determining curriculum programming within a specific context. These time recommendations do not explicitly address students who are far below or far above grade level. No set of grade specific standards can fully reflect the variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Arizona History and Social Science Standards do not define intervention methods to support students who are far below or far above grade level or do not speak English as their first language.

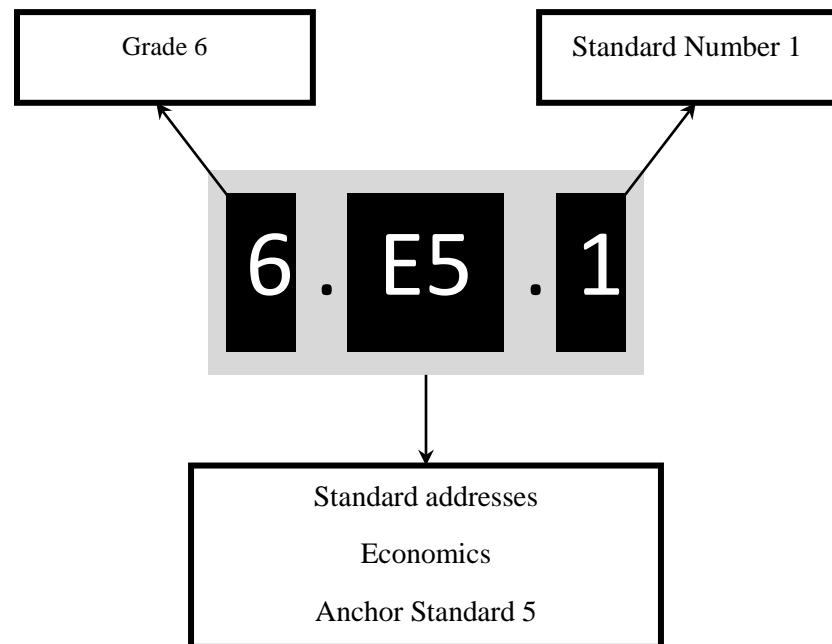
Coding of the K-8 Standards

Each K-8 standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding of the standards are below.

K.SP1.2 Explore how events of the past affect students' lives and community



6.E5.1 Describe the factors that influence trade between countries and cultures.

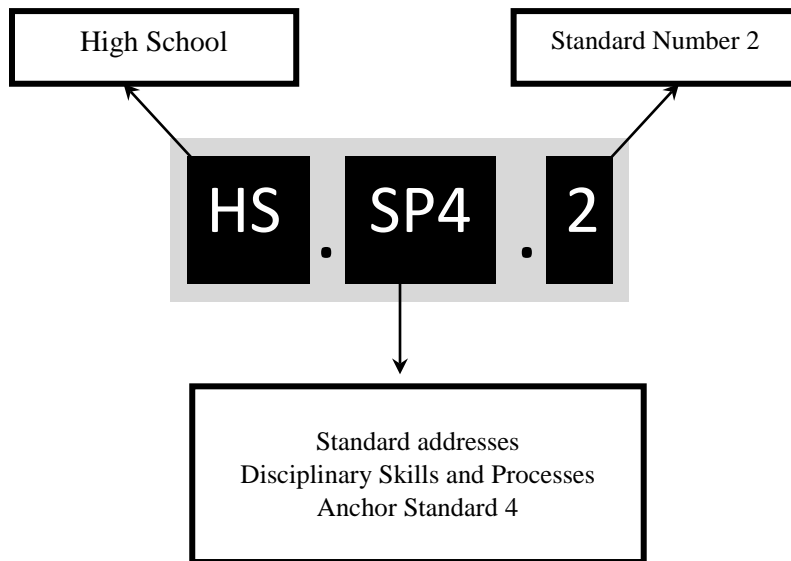


Coding of the High School Social Studies Standards

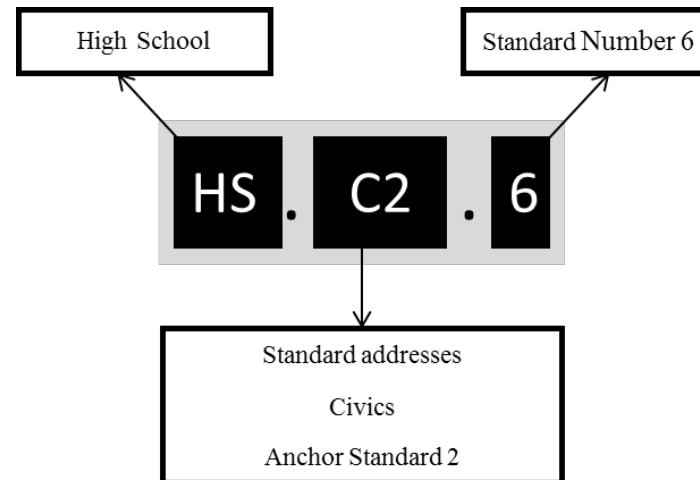
In Arizona, students are required to take three credits of high school social studies for graduation that are aligned to the state standards for social studies. The Arizona State Board of Education establishes the requirements for high school graduation. The minimum course of study and competency requirements are outlined in Arizona Administrative Code R7-2-302. The statewide minimum course of study requires students to take a minimum of three credits of social studies. The three credits in social studies must include one credit of American history, including Arizona history; one credit of world history/geography; one-half credit of American government, including Arizona government; and one-half credit of economics. LEAs are responsible for creating their courses using the high school standards. It is expected that by the time students graduate from high school, they will be taught all twenty-one **Anchor Standards** and the standards that fall under them. To support the creation of these courses, course consideration guides were created for each of the disciplinary areas.

Each high school standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. An example and explanation of the coding of the standards is below.

HS.SP4.2 Distinguish between long-term causes and triggering events in developing an argument.



HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.



THIRD GRADE - ARIZONA STUDIES

prehistoric to present-day Arizona

Students will study Arizona with an integrated approach considering the following factors:

- The contributions of various cultural and ethnic groups including the 22 Indian Nations that reside in Arizona.
- Economic, political, and geographic elements
- Structure of the state and local governments
- Roles and responsibilities as citizens of Arizona
- Examination of primary and secondary sources including written and oral histories, images, current events, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

There are many topics to pursue in 3rd grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 3.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 3.SP1.2 Compare life in specific historical time periods to life today.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions a given event since there are multiple points of view about events and issues.

- 3.SP2.1 Explain why individuals and groups have different points of view on the same event.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
- 3.SP3.2 Distinguish between primary and secondary sources.
- 3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.
- 3.SP3.4 Compare information provided by various sources about Arizona.
- 3.SP3.5 Generate questions about multiple historical sources.
- 3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.
- 3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 3.SP4.1 Explain probable causes and effects of events.
- 3.SP4.2 Summarize the central claim in a secondary source.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- 3.C1.1 Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.
 - Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government
- 3.C1.2 Use listening, consensus-building, and voting procedures to decide on and act in their classrooms.

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- 3.C3.1 Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments
 - Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for
 - Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government
 - Key concepts for Tribal governments include but are not limited to distinguishing between national, state, local, and tribal governments. understanding the services provided by tribal governments, their organization, and how leaders are chosen
- 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- 3.E1.1 Describe and discuss industries and occupations that have shaped Arizona.
 - Key concepts include but are not limited to the 5 C's (copper, cattle, cotton, citrus, climate), ranching, mining, farming, and tourism.
- 3.E1.2 Identify various forms of earning income in the state of Arizona.
- 3.E1.3 Identify positive and negative incentives that influence financial decisions people make to save and spend money.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.
- 3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

- 3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.
 - Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River
 - Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital
 - Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures

Human-environment interactions are essential aspects of human life in all societies.

- 3.G2.1 Explain how people modify and adapt to the Arizona environment.
 - Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 3.G3.1 Describe the movement of people in and out of Arizona over time.
 - Key concepts include but are not limited to factors contributing to settlement, economic development, growth of major cities, major economic activities, and land use patterns

Global interconnections and spatial patterns are a necessary part of geographical reasoning.

- 3.G4.1 Describe how Arizona has changed over time.
 - Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.
 - Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations
 - Key concepts include but are not limited to explorers, settlers, trappers, missionaries, and colonizers
 - Key events include but are not limited to statehood
 - Influential individuals and groups in the history and development of Arizona

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.

- Key concepts include but are not limited to conflicts over exploration, colonization, settlement, industrialism, and the 22 Arizona Indian Nations
- 3.H2.2 Examine how individuals and groups have worked together throughout Arizona’s history.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 3.H3.1 Evaluate how individual rights, freedoms, and responsibilities can vary based on community, state, and nation.
 - Key concepts such as but not limited to, women’s rights, segregation, Native American rights and citizenship, internment and POW (prisoners of war) camps, migrants and farmworkers
- 3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

FOURTH GRADE - REGIONS AND CULTURES OF THE AMERICAS

Pre-contact Americas to European settlements (up to 1763)

Students will study the Americas (North, Central, and South America along with the Caribbean Islands) using an integrated approach considering the following factors:

- Theories about the first peopling of the Americas
- The development of Mesoamerican and South American civilizations including the Olmec, Inca, Maya, and Aztec
- American Indian life in the Americas prior to European exploration including the peoples in the Southwest, Pacific Northwest, nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland)
- The causes and consequences of European exploration and colonization
- The environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through 17th centuries
- Regional settlement patterns, significant developments, and life in the Southern, Middle, and New England colonies
- Roles and responsibilities as members of a society
- The contributions of various cultural and ethnic groups to the development of the Americas
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

There are many topics to pursue in 4th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 4.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 4.SP1.2 Compare life in specific historical time periods to life today.
- 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
 - Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

- 4.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.
 - Key issues may include but are not limited to slavery, exploration, property rights, and colonization
- 4.SP2.2 Explain connections among historical contexts and people's perspectives at the time.

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 4.SP3.1 Develop questions about events and developments in the Americas.
- 4.SP3.2 Compare information provided by different sources about events and developments in the Americas.
- 4.SP3.3 Generate questions about multiple sources and their relationships to events and developments in the Americas.
- 4.SP3.4 Use information about a source including the author, date, place of origin, intended audience, and purpose to evaluate the extent to which the source is useful for studying a topic.
- 4.SP3.5 Construct and present arguments and explanations using reasoning, examples, and details with relevant information and data from multiple sources.
- 4.SP3.6 Present summaries of arguments and explanations using print, oral, and digital technologies.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 4.SP4.1 Explain probable causes and effects of events and developments.
- 4.SP4.2 Summarize the central claim in a secondary work of history.
- 4.SP4.3 Use evidence from multiple sources to develop and communicate claims about the causes and effects of events.

CIVICS

Civic virtues and democratic principles are key components of the American political system.

- 4.C1.1 Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.
 - Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.

Citizens have individual rights, roles, and responsibilities.

- 4.C2.1 Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.
 - Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, *The Mayflower Compact*, religious freedom, and European treatment of native cultures in the Americas

ECONOMICS

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 4.E2.1 Examine concepts of scarcity, choice, opportunity cost, and risk.
 - Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies

Individuals and institutions are interdependent within market systems.

- 4.E3.1 Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

- Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- 4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.
 - Key concepts include but are not limited to human and physical features of the Americas, trade and exploration routes, the location of civilizations and societies in the Americas including indigenous peoples, and settlement patterns including the development of the Southern, Middle, and New England Colonies

Human-environment interactions are essential aspects of human life in all societies.

- 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.
 - Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.

- 4.G3.1 Explain how the location and use of resources affects human settlement and movement.
 - Key concepts include but are not limited to theories about the peopling of the Americas, the Columbian Exchange, treatment of indigenous people, triangular trade, searches for trade routes to Asia that led to exploration and settlement of the Americas

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.
 - Key concepts include but are not limited to trade, mercantilism, the development of new technologies, and the use of natural resources

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

- 4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration
- 4.H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

- 4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
 - Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration
 - Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

FIFTH GRADE-UNITED STATES STUDIES

American Revolution to Industrialism (1763 to 1900s)

Students understand the history of the United States within an integrated approach considering the following factors:

- Historic and economic events from American Revolution to Industrialism including but not limited to the American Revolution, constitutional convention, westward expansion, Civil War and Reconstruction, and growth of industrial and urban America looking at origins, founders, and key political, economic, and social figures
- Economic, political, and geographic elements as they relate to the events outlined above such as technological developments, urbanization, territorial expansion, industrialization, political parties, and universal suffrage
- Creation of the Constitution and the principles within the document including historical and philosophical influences, influence of state constitutions, Articles of Confederation, compromises and ratification debates at the Constitutional Convention, Bill of Rights, limited government, popular sovereignty, federalism, rule of law, checks and balances, and separation of powers
- Development and structure of the national government including the Preamble, the three branches, examples of powers granted to each branch, powers granted to the states and individuals, the Bill of Rights, and current issues regarding federalism and rights
- Influence of immigration including push/pull factors, industrialization, urbanization, diversification of the population, and debates over immigration
- Contributions of various cultural and ethnic groups to the changing social and political structure of the United States
- Roles and responsibilities as citizens of the United States including participation in the political system
- Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention being given to founding documents including the Declaration of Independence, the Constitution, Bill of Rights and all subsequent amendments, and landmark Supreme Court cases
- Inclusion of historical fiction and picture books in addition to informational text.
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect

There are many topics to pursue in 5th grade. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process.

DISCIPLINARY SKILLS AND PROCESSES

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 5.SP1.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.
- 5.SP1.2 Explain how events of the past affect students' lives and society.
- 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.
 - Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States

Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

- 5.SP2.1 Explain why individuals and groups during the same historical period differed in their perspectives
 - Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers
 - Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker’s rights, and women’s rights

Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 5.SP3.1 Develop compelling and supporting questions about the United States that are open to different interpretations.
- 5.SP3.2 Use distinctions among fact and opinion to determine the credibility of multiple sources.
- 5.SP3.3 Compare information provided by multiple sources about events and developments in the United States.
- 5.SP3.4 Infer the intended audience and purpose of a source from information within the source itself.
- 5.SP3.5 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.
- 5.SP3.6 Construct and present arguments using claims and evidence from multiple sources.
- 5.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

- 5.SP4.1 Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.
 - Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization
- 5.SP4.2 Use evidence to develop a claim about the past.
- 5.SP4.3 Summarize the central claim in a secondary source.

CIVICS

Citizens have individual rights, roles, and responsibilities.

- 5.C2.1 Explain how a republic relies on people’s responsible participation within the context of key historical events pre-American Revolution to Industrialization.
 - Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

- 5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
- Key functions of the United States government as outlined in the Preamble
- Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)

Process, rules, and laws direct how individuals are governed and how society addresses problems.

- 5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.
 - Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century
- 5.C4.2 Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools.

ECONOMICS

A financially literate individual understands how to manage income, spending, and investment.

- 5.E1.1 Give examples of financial risks that individuals and households face within the context of the time period studied.

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

- 5.E2.1 Compare the benefits and costs of individual choices within the context of key historical events.
 - Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry

Individuals and institutions are interdependent within market systems.

- 5.E3.1 Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.
 - Characteristics include but are not limited to risk taking, innovation, and problem solving

The domestic economy is shaped by interactions between government, institutions, and the private sector.

- 5.E4.1 Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being studied
- 5.E4.2 Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied

The interconnected global economy impacts all individuals and groups in significant and varied ways.

- 5.E5.1 Generate questions to explain how trade leads to increasing economic interdependence on different nations.
 - Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

- 5.G1.1 Use and construct maps and graphs to represent changes in the United States.
 - Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

Human-environment interactions are essential aspects of human life in all societies.

- 5.G2.1 Describe how natural and human-caused changes to habitats or climate can impact our world.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.
 - Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

- 5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

- 5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.
 - Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

- 5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.