

# Grade 5

Adopted 2022

## Inquiry

### Developing Questions and Planning Inquiries

1. Develop essential questions and explain the importance of the questions to self and others. [SS.3-5.IS.1](#)
2. Students generate supporting questions that require investigation to help answer essential questions. [SS.3-5.IS.2](#)
3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view. [SS.3-5.IS.3](#)

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### Evaluating Sources and Using Evidence

4. Gather relevant information and distinguish between fact and opinion to determine credibility of multiple sources. [SS.3-5.IS.4](#)
5. Develop claims using evidence from multiple sources to answer essential questions. [SS.3-5.IS.5](#)

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### Communicating Conclusions and Taking Informed Action

6. Construct arguments using claims and evidence from multiple sources. [SS.3-5.IS.6](#)
7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data. [SS.3-5.IS.7](#)
8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies. [SS.3-5.IS.8](#)
9. Explain the use of inquiry strategies, approaches, and relevant sources that will allow students to address local, regional, state, national, and global problems. [SS.3-5.IS.9](#)
10. Engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints. [SS.3-5.IS.10](#)

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## Civics

1. Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of the three branches of government have changed over time. [SS.5.CV.1](#)
2. Examine the origins and purposes of rules, laws, and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people. [SS.5.CV.2](#)

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**3. Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.** [SS.5.CV.3](#)

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**4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.** [SS.5.CV.4](#)

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## Economics/ Financial Literacy

**1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.** [SS.5.EC.1](#)

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**2. Discover how positive incentives (e.g., sale prices, earning money) and negative consequences (e.g., library fines, parking tickets) influence behavior in the U.S. economy and around the world.** [SS.5.EC.2](#)

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**3. Determine the ways in which government pays for goods and services it provides.** [SS.5.EC.3](#)

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**4. Explain that interest is the price the borrower pays for using someone else's money.** [SS.5.EC.4](#)

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## Geography

**1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.** [SS.5.G.1](#)

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**2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.** [SS.5.G.2](#)

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**3. Explain how human settlements and technological advancements have impacted natural resources.** [SS.5.G.3](#)

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**4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.** [SS.5.G.4](#)

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## History

**1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.** [SS.5.H.1](#)

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**2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.** [SS.5.H.2](#)

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**3. Summarize the central claim in a work of history.** [SS.5.H.3](#)

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