



## 5th Grade Social Studies: Rights and Responsibilities

**Description:** In fifth grade, students learn about how the Founding documents of the United States were developed and how these documents guide decisions. Students explore the multiple perspectives people have regarding their rights and responsibilities through exploration and inquiry into the American Revolution and the Civil War.

<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b>American Revolution</b>	<ul style="list-style-type: none"><li>• SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities. (21st century skills)</li><li>• SS.5.11. Explain the processes people use to change rules and laws in the classroom, school, government, and/or society.</li><li>• SS.5.21. Describe the connections between historical developments that occurred within the same time period.</li><li>• SS.5.23. Using information from within a primary source, infer the intended audience, purpose, and how the creator's intended audience shaped the source.</li><li>• <b>SS.5.24. Explain probable causes and effects of historical developments.</b></li><li>• <b>SS.5.25. Develop a claim about the past and cite evidence to support it.</b> _____</li></ul>	<b>Students can explain the cause and effect of historical events and support their claim with evidence.</b>
<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<b>Civil War</b>	<ul style="list-style-type: none"><li>• SS.5.8. Analyze how rights and laws influence interactions between groups in society.</li><li>• SS.5.9. Analyze the strategies that a variety of demographic groups have used to ensure their rights.</li><li>• SS.5.12. Describe how laws, rules and processes have changed over time in order to restrict, protect, or extend rights.</li></ul>	<b>Students can explain how historical events influenced people's perspectives.</b>



	<ul style="list-style-type: none"> <li>• SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event.</li> <li>• SS.5.20. Analyze how rules and laws encourage or restrict human population movements to and within the United States of America.</li> <li>• <b>SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.</b></li> <li>• SS.5.24. Explain probable causes and effects of historical developments.</li> <li>• SS.5.25. Develop a claim about the past and cite evidence to support it.</li> <li>• SS.5.26. Analyze Iowa's role in civil rights history.</li> </ul>	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<p><b>Biz Town Experience</b></p>	<ul style="list-style-type: none"> <li>• <b>SS.5.13. Describe how goods and services are produced and distributed domestically and globally.</b></li> <li>• SS.5.14. Explain how various levels of government use taxes to pay for the goods and services they provide.</li> <li>• SS.5.15. Explain how trade impacts relationships between countries.</li> <li>• <b>SS.5.16. Demonstrate ways to monitor how money is spent and saved. (21st century skills)</b></li> <li>• SS.5.17. Give examples of financial risks that individuals and households face. (21st century skills)</li> <li>• SS.5.18. Investigate ways that personal information is fraudulently obtained. (21st century skills)</li> </ul>	<p>Students can describe how basic economics work and how money is spent and saved.</p>