

Grade 5

Historical Thinking

1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E. [SS.5.1](#)

Complexity a

- a Create a B.C.E. and C.E. timeline of events within a given time period. [SS.5.1A](#)

Complexity b

- b Define B.C.E. and C.E. [SS.5.1B](#)

Complexity c

- c Identify a B.C.E. event. [SS.5.1C](#)

Learning Progression

- Locate a historic event that occurred B.C.E. on a timeline that includes both C.E. and B.C.E. events. [SS.5.1.LP.A](#)
 - Recognize C.E. and B.C.E. on a timeline of historic events in the Western Hemisphere. [SS.5.1.LP.B](#)
 - Define B.C.E. as “before the common era” which includes events that happened in the world before the year 1. [SS.5.1.LP.C](#)
 - Define C.E. as the “common era” which includes events that happened in the world after the year 1. [SS.5.1.LP.D](#)
 - Understand that events happen in order (first, second, third) using a classroom schedule. [SS.5.1.LP.E](#)
 - Engage with a timeline that includes positive and negative numbers. [SS.5.1.LP.F](#)
 - Engage with a ruler/yardstick to understand beginning, middle, and end. [SS.5.1.LP.G](#)
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Early Civilizations

2 Early Indian civilizations (e.g., Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products. **SS.5.2**

Complexity a

- a** Compare life today and life in the past in Western Hemisphere civilizations (e.g., farming, government, use of language, recreation/games). **SS.5.2A**

Complexity b

- b** Identify similarities between life today and life in the past (e.g., farming, government, use of language, recreation/games). **SS.5.2B**

Complexity c

- c** Identify what you have in common with others in your home, class or community. **SS.5.2C**

Learning Progression

- Recognize that farming techniques have changed over time with improvements in technology. **SS.5.2.LP.A**
 - Engage with images of modern farming practices **SS.5.2.LP.B**
 - Engage with representations of farming practices during the Maya, Inca, and Aztec civilizations. **SS.5.2.LP.C**
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Heritage

3 European exploration and colonization from the 1400s through the 1600s had lasting effects that can be used to understand the Western Hemisphere today. **SS.5.3**

Complexity a

- a Make connections between colonization and life today (e.g., place names, foods, language, traditions). **SS.5.3A**

Complexity b

- b Identify or recognize different groups that explored and colonized America. **SS.5.3B**

Complexity c

- c Recognize explorers of the Western Hemisphere as Europeans. **SS.5.3C**

Learning Progression

- Use a map of the Western Hemisphere to identify examples of where European languages are still spoken in North and South America today, including examples from Central America and the Caribbean. **SS.5.3.LP.A**
 - Label a map with continents and oceans. Locate Europe and the approximate areas in North and South America that Europeans explored and colonized. **SS.5.3.LP.B**
 - Recognize that the Atlantic Ocean separates Europe and North and South America. **SS.5.3.LP.C**
 - Engage with a map that shows the Western and Eastern Hemispheres with continents labeled. **SS.5.3.LP.D**
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Spatial Thinking and Skills

4 Geographic tools can be used to gather, process and report information about people, places, and environments. Cartographers decide which information to include in maps **SS.5.4**

Complexity a

- a Use a map and map tools (e.g., legend, alphanumeric grid lines) to navigate from one place to another. **SS.5.4A**

Complexity b

- b Recognize the difference between man-made and natural features on a map. **SS.5.4B**

Complexity c

- c Recognize that a map is a smaller scale of an actual place (e.g., school map, town map). **SS.5.4C**

Learning Progression

- Identify the different features of maps that make them useful for different purposes. **SS.5.4.LP.A**
- Identify possible uses for maps or models (e.g., building exits, navigation, weather forecast). **SS.5.4.LP.B**
- Recognize that a map or model represents a real place. **SS.5.4.LP.C**
- Engage with a representation of the school. **SS.5.4.LP.D**

5 Latitude and longitude can be used to make observations about location and generalizations about climate.

Complexity a

- a Describe the differences in climate for locations near the Arctic Circle and the equator. **SS.5.5A**

Complexity b

- b Identify locations of colder climates on a globe (e.g., closer to the North Pole is colder than Ohio; arctic vs. tropical). **SS.5.5B**

Complexity c

- c Identify the location of the equator. **SS.5.5C**

Learning Progression

- Using a globe, identify the equator, North Pole, and South Pole. **SS.5.5.LP.A**
 - Use manipulatives or illustrations to create circles around a sphere (e.g., put a string(s) around a styrofoam ball, use a marker to draw circles around a ball). **SS.5.5.LP.B**
 - Engage with a sphere as a representation of the earth. **SS.5.5.LP.C**
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Places and Regions

6 Regions can be determined using various criteria (e.g., landform, climate, population, cultural, or economic). SS.5.6

Complexity a

- a Compare different regions of the United States related to landforms, climate or population. SS.5.6A

Complexity b

- b Name regions and identify the climate and landforms of one or more regions. SS.5.6B

Complexity c

- c Name regions and identify the climate of one of those regions. SS.5.6C

Learning Progression

- Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest). SS.5.6.LP.A
 - Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, and hot and cold air temperature, to connect with the idea of different earth surfaces. SS.5.6.LP.B
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Human Systems

7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments. SS.5.7

Complexity a

- a Identify both positive and negative outcomes of a manmade physical environmental change occurring within the Western Hemisphere. SS.5.7A

Complexity b

- b Identify one way the physical environment influences human activity and one way that human activity modifies the physical environment. SS.5.7B

Complexity c

- c Identify a need within a community that requires a physical change to the environment. SS.5.7C

Learning Progression

- Identify examples of how human activities have modified the environment by sorting pictures or other representations. SS.5.7.LP.A
- Identify features of the natural environment that exist outside of the school. SS.5.7.LP.B
- Actively engage with the natural environment outside of the school. SS.5.7.LP.C

8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups on the basis of geographic and cultural similarities. SS.5.8

Complexity a

- a Compare and contrast two or more cultural groups from the Americas on their geographic regions (e.g., North, South, Central America). SS.5.8A

Complexity b

- b Compare similarities of two cultural groups based on their geographic regions (e.g., North, South, and Central America). SS.5.8B

Complexity c

- c Identify a cultural group (tribe or nation) on its geographic regions. SS.5.8C

Learning Progression

- Discuss a map of American Indian cultural groups in the Western Hemisphere prior to European colonization. SS.5.8.LP.A
- Define cultural group as a group of peoples living in a geographic region (e.g., plains, woodlands) that have similar cultural practices (e.g., hunting and gathering, farming). SS.5.8.LP.B
- Identify regional cultural groups of American Indians living in the Western Hemisphere prior to European colonization. SS.5.8.LP.C
- Identify cultural practices of class members and their families. SS.5.8.LP.D
- Define culture as the common practices and beliefs of a group of people. SS.5.8.LP.E
- Identify title, key, and compass rose on a physical map of the Western Hemisphere. SS.5.8.LP.F
- Engage with physical maps of the Western Hemisphere. SS.5.8.LP.G

9 Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere, resulting in diversity. *SS.5.9*

Complexity a

- a** Identify political factors involved in moving from place to place within the Western Hemisphere (e.g., citizen rights, political leadership). *SS.5.9A*

Complexity b

- b** Identify environmental and economic reasons why people move from one place to another. *SS.5.9B*

Complexity c

- c** Identify environmental reasons why people move from one place to another. *SS.5.9C*

Learning Progression

- Understand that as people move from place to place they share cultural and economic practices. *SS.5.9.LP.A*
- Discuss environmental factors that might influence people to move (e.g., drought, flooding, pollution). *SS.5.9.LP.B*
- Engage with individuals within school or community who have immigrated or migrated into the local community *SS.5.9.LP.C*

10 The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures. SS.5.10

Complexity a

- a Identify patterns of influence of two or more world cultures on diversity within the U.S. SS.5.10A

Complexity b

- b Describe how a world culture (Asian, Latino, Indian) has influenced the cultural diversity of the U.S. SS.5.10B

Complexity c

- c Communicate about a cultural group's art, music, food, clothing, and/or language. SS.5.10C

Learning Progression

- Recognize that Ohio is culturally diverse with many cultural groups contributing different languages, foods, religions, artistic expressions, music, and clothing. SS.5.10.LP.A
 - Identify cultural practices of class members and their families. SS.5.10.LP.B
 - Define culture as the common practices and beliefs of a group of people. SS.5.10.LP.C
 - Engage with representations of art or music from different cultural groups. SS.5.10.LP.D
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Civic Participation and Skills

11 Individuals can better understand public issues by gathering, interpreting, and checking multiple sources of information for accuracy. Data can be displayed graphically to effectively and efficiently communicate information. SS.5.11

Complexity a

- a Compare two accurate sources of information to locate information on current local, state, and national events/issues. SS.5.11A

Complexity b

- b Identify information from two accurate data sources to locate information on current local, state, national events/ issues (e.g., websites, maps, graphs, tables, infographics, images, periodicals, news reports). SS.5.11B

Complexity c

- c Identify types of data sources to locate information on current local, state, national events/issues (e.g., websites, maps, tables, infographics, images, periodicals, news reports). SS.5.11C

Learning Progression

- Gather information on the same event from two sources and look for similarities and differences in how the event is described. SS.5.11.LP.A
- Identify the purposes of news sources and the type of information they provide (e.g., national network news, cable news station, local nightly news, local website with a calendar of events, sports news magazine). SS.5.11.LP.B
- Engage with local sources of news (e.g., local paper, television news broadcast, town website). SS.5.11.LP.C

Roles and Systems of Government

12 Democracies, dictatorships, and monarchies are categories for understanding the relationship between those in power or authority and citizens. SS.5.12

Complexity a

- a Compare two of the three types of government. SS.5.12A

Complexity b

- b Recognize characteristics of a democracy SS.5.12B

Complexity c

- c Identify the title of the leader of the United States. SS.5.12C

Learning Progression

- Understand that the leaders of governments gain their power in different ways (e.g., elected by citizens, taken by force, inherited). SS.5.12.LP.A
 - Engage with common images of elected officials (e.g., campaigning for office), dictator (e.g., reviewing military or dressed in military uniform), and monarchs (e.g., wearing crown, with royal family). SS.5.12.LP.B
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Economic Decision-Making and Skills

13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. [SS.5.13](#)

Complexity a

- a Create a simple circle graph that displays basic data (e.g., circle graph representing slices of pizza). [SS.5.13A](#)

Complexity b

- b Interpret information displayed in a simple circle graph. [SS.5.13B](#)

Complexity c

- c Identify a segment of data on a circle graph as more or less. [SS.5.13C](#)

Learning Progression

- Recognize that circle graphs allow people to compare amounts with or without numbers. [SS.5.13.LP.A](#)
- Understand that segments of data or “slices” on circle graphs or pie charts represent parts of a whole. [SS.5.13.LP.B](#)
- Identify the title and key on a circle graph. [SS.5.13.LP.C](#)
- Identify circle graphs as visually different from other graphs, including bar and line graphs. [SS.5.13.LP.D](#)
- Engage with different types of graphs. [SS.5.13.LP.E](#)

14 The choices made by individuals and governments have both present and future consequences. SS.5.14

Complexity a

- a Describe how an individual's or government's choice might affect the future (e.g., buy a more expensive fuelefficient car now to save money on gas in future; government builds a road in an undeveloped area to improve transportation but has maintenance costs in the future). SS.5.14A

Complexity b

- b Identify a present and future consequence of an individual's choice (e.g., working provides money). SS.5.14B

Complexity c

- c Identify a present consequence of an individual's choice (e.g., working provides money). SS.5.14C

Learning Progression

- Describe a decision-making process that includes consideration of consequences of a choice. SS.5.14.LP.A
 - Engage with and discuss a story (possibly a fable or fairytale) that includes the main character making a choice with present (short term) and future (long term) consequences. SS.5.14.LP.B
 - Discuss why you made a certain choice. SS.5.14.LP.C
 - Define consequence as the result or effect of a choice. SS.5.14.LP.D
 - Engage in making a choice. SS.5.14.LP.E
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Scarcity

15 The availability of productive resources (e.g., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade. [SS.5.15](#)

Complexity a

- a** Identify a local community's productive resources that can be used to trade for something that benefits the community (e.g., give money for land to build a park). [SS.5.15A](#)

Complexity b

- b** Construct a scenario in which you trade something you have for something you want. [SS.5.15B](#)

Complexity c

- c** Categorize into groups productive resources that can be traded (e.g., human resources, capital goods, natural resources). [SS.5.15C](#)

Learning Progression

- Understand that people in Ohio have the resources to produce certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource), etc. [SS.5.15.LP.A](#)
 - Define productive resources as the basic factors of production: [SS.5.15.LP.B](#)
 - natural resources are things like land, trees [SS.5.15.LP.B.1](#)
 - human resources are available labor and skills [SS.5.15.LP.B.2](#)
 - capital goods are man-made physical resources, such as tools, factories [SS.5.15.LP.B.3](#)
 - Engage in a trade with a classmate or teacher. [SS.5.15.LP.C](#)
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Production and Consumption

16 The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity. SS.5.16

Complexity a

- a Describe a negative impact of not having a productive resource (e.g., having a citrus orchard and no one to pick the oranges). SS.5.16A

Complexity b

- b Organize a division of labor for a given job (e.g., identify job responsibilities of students for cleaning the room at the end of the day). SS.5.16B

Complexity c

- c Identify resources needed to make a product or do a job. SS.5.16C

Learning Progression

- Understand that people in Ohio do not have the resources to produce every product they need. SS.5.16.LP.A
 - Understand that people in Ohio have the resources to produce certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource), etc. SS.5.16.LP.B
 - Recognize that people are human resources with differing skills and knowledge (e.g., managers, laborers). SS.5.16.LP.C
 - Given a set of images or representations of resources, group them into natural, human, or capital goods. SS.5.16.LP.D
 - Define productive resources as the basic factors of production: SS.5.16.LP.E
 - natural resources are things like land, trees SS.5.16.LP.E.1
 - human resources are available labor and skills SS.5.16.LP.E.2
 - capital goods are man-made physical resources, such as tools, factories SS.5.16.LP.E.3
 - Engage with images of productive resources. SS.5.16.LP.F
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Markets

17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available. SS.5.17

Complexity a

- a Explain why certain goods are produced in certain places (e.g., climate, available resources). SS.5.17A

Complexity b

- b Identify a specialized good or service available in the local community that can be traded for goods/services needed in the community. SS.5.17B

Complexity c

- c Identify items that are produced in the local community SS.5.17C

Learning Progression

- Understand that people in Ohio buy products from other states and countries because we do not have the resources to produce every product we need. SS.5.17.LP.A
 - Understand that people in Ohio have the resources to produce and trade certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource), etc. SS.5.17.LP.B
 - Separate representations of goods supplied by the cafeteria and school store (or other sources) from goods that are not supplied by the cafeteria or school store. SS.5.17.LP.C
 - Identify where cafeteria (or another example) goods have originated. (region or country) SS.5.17.LP.D
 - Identify the suppliers of cafeteria (or another example) goods. SS.5.17.LP.E
 - Engage with representations of goods available in the school cafeteria (or another example). SS.5.17.LP.F
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Financial Literacy

18 Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences. SS.5.18

Complexity a

- a Compare skills and abilities needed for various jobs. SS.5.18A

Complexity b

- b Identify skills/knowledge needed for a specific job. SS.5.18B

Complexity c

- c Identify a job or career that requires specialized knowledge or skills. SS.5.18C

Learning Progression

- Identify places in the local community that provide training for jobs and careers. SS.5.18.LP.A
- Recognize that workers with specialized skills or knowledge may have a higher income. SS.5.18.LP.B
- Understand that people with disabilities have the right to request accommodations from employers. SS.5.18.LP.C
- Engage with stories of people learning to do new jobs. SS.5.18.LP.D
- Discuss jobs or careers in which students are interested. SS.5.18.LP.E
- Engage with representations of people doing different jobs. SS.5.18.LP.F