



# Essential Standards Extended Guide

## Social Studies Grade 5

### Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

### History

Essential Standards
Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.
5.SS.1.3 Identify and explain influential political and cultural groups and their impact on American history.
5.SS.1.4 Identify different examples of how religion has been an important influence in American history.
5.SS.1.5 Describe how the establishment of the 13 original colonies contributed to the founding of the nation.
5.SS.1.6 Analyze the causes and effects of various compromises and conflicts in American history, including the various events leading to the American Revolution.
5.SS.1.7 Explain the religious, political, and economic motives of immigrants to the United States.
5.SS.1.8 Explain the history of indentured servitude and the slave trade in the United States.

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

5.SS.1.11 Describe the impact of scientific and technological advances on westward expansion including but not limited to the cotton gin, the reaper, the steam engine, and steam locomotive.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

5.SS.1.2 Identify significant individuals who have been responsible for bringing about cultural and social changes in the United States including the founding fathers and presidents.

5.SS.1.9 Analyze or distinguish the geographic, economic, and religious motivations that influenced the movement of people.

5.SS.1.10 Review that American Indians were the first inhabitants of the United States and analyze the impact of westward expansion on Indigenous peoples.

### Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

5.SS.1.1 Describe the interactions between European colonists and established societies in North America.

## Geography

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

5.SS.2.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

5.SS.2.2 Identify the regions of the United States and their resources.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

5.SS.2.3 Name and locate the 50 States and their Capitals, and United States Territories.

### Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

5.SS.2.4 Read, analyze, and interpret maps, including the use of latitude and longitude aerial photography, satellite images, and other geospatial products.

## Economics

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

5.SS.3.3 Describe the basic characteristics of a market economy.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

5.SS.3.5 Identify economic incentives and risks of entrepreneurship.

5.SS.3.6 Explain the impact of taxation on personal finance.

### Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

5.SS.3.1 Describe examples of improved transportation and communication networks and how they encourage economic growth.

5.SS.3.2 Explain the concepts of tariffs, taxation, and embargo.

5.SS.3.4 Explain the economic policies that contributed to rebellion within the North American colonies.

## Civics and Government

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

5.SS.4.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.

5.SS.4.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.

5.SS.4.7 Explain the difference between reservations, State public lands, and Federal public lands.

5.SS.4.8 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.

5.SS.4.10 Describe ways in which citizens participate in public life.

### Supporting Standards

**Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.**

5.SS.4.2 Identify and explain the important concepts in the Declaration of Independence.

5.SS.4.3 Explain the significance of the Articles of Confederation as the transitional form of government.

5.SS.4.5 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.

5.SS.4.6 Identify the three branches of government and the functions and powers of each.

5.SS.4.9 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.

5.SS.4.11 Explain how the United States is a republic.

5.SS.4.12 State the difference between direct democracy and the constitutional republic of today's United States.

5.SS.4.13 Explain the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.

## Global Perspectives

### Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

5.SS.5.1 Explain how the world is divided into many different countries and each has its own government and how they interact with each other.

5.SS.5.3 Identify the role of the United States in a global economy.

### Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

5.SS.5.2 Explain how countries try to resolve problems.

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### For Questions Contact

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