



5th Grade Instructional Blueprint Supporting Documents

- **3-5 NCDPI Support Documents**
 - **Scope and Sequence**
- **Examples of Formative Assessment per Standard**

5th Grade Instructional Blueprint

The standards and objectives in the fifth-grade course, *United States History* support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be college, career, and civic ready. Students will examine change and continuity in United States history from pre-colonial times through the present day. Students will study the same time period as in fourth grade but will transfer their understanding from the state to the national level.

Please refer to the [Fifth Grade Unpacking Document](#) for more support.

Unit Title	Unit One: Native Americans & Colonization 30 Days (Calendar Days: 1-29)	Unit Two: The American Revolution 30 Days (Calendar Days: 30-59)	Unit Three: The Founding of the United States 39 Days (Calendar Days: 60-88)	Unit Four: Expansion and Growth 22 Days (Calendar Days: 89-110)	Unit Five: Civil War and Reconstruction 30 Days (Calendar Days: 111-140)	Unit Six: Citizenship and Economics 26 Days (Calendar Days: 141-161)
Aligned Social Studies Standards	Inquiry Strand 5.B.1.1 5.B.1.2 5.C&G.2.1 5.E.1.4 5.G.1.1 5.G.1.2 5.G.1.4 5.H.1.1 5.H.1.2 5.H.1.5	Inquiry Strand 5.B.1.2 5.C&G.2.1 5.H.1.1 5.H.1.2 5.H.1.3 5.H.1.4 5.H.1.5	Inquiry Strand 5.B.1.1 5.B.1.2 5.C&G.1.1 5.C&G.1.2 5.C&G.2.1 5.C&G.2.2 5.E.1.1 5.E.1.3 5.E.1.4 5.G.1.1 5.G.1.4 5.H.1.1 5.H.1.2 5.H.1.3 5.H.1.4 5.H.1.6	Inquiry Strand 5.B.1.1 5.B.1.2 5.E.1.1 5.E.1.3 5.E.1.4 5.G.1.1 5.G.1.2 5.G.1.3 5.G.1.4 5.H.1.1 5.H.1.2 5.H.1.5 5.H.1.6	Inquiry Strand 5.B.1.2 5.C&G.1.1 5.C&G.1.2 5.C&G.2.1 5.C&G.2.2 5.E.1.1 5.E.1.2 5.E.1.3 5.E.1.4 5.G.1.2 5.G.1.3 5.G.1.4 5.H.1.1 5.H.1.2 5.H.1.3 5.H.1.4 5.H.1.5 5.H.1.6	Inquiry Strand 5.B.1.1 5.B.1.2 5.C&G.1.2 5.C&G.2.1 5.C&G.2.2 5.E.1.2 5.E.1.3 5.E.2.1 5.E.2.2 5.E.2.3 5.H.1.1 5.H.1.2

3-5 Strand Alignment – use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
<p>GRADE 3-5 Concepts</p> <ul style="list-style-type: none"> • People • Historical Event/Event • Role • Perspective • Change • Women • Minority <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • People • Historical Event/Event <p>Understandings</p> <ul style="list-style-type: none"> • Significant people and events shape history and are often memorialized with monuments or other symbols. • Different groups of people, including women, other minorities, and Indigenous populations have played significant roles in shaping North Carolina and American history. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of primary and secondary sources to determine perspective. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Place • Location • Movement • Geography • Region • People <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Movement • Geography • Place • People <p>Understandings</p> <ul style="list-style-type: none"> • Geography and place impact the movement of people within local communities, the state, and our nation. • The movement of people impacts geography within local communities, the state, and our nation. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of maps, globes, and digital representations to determine location. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Entrepreneurship • Resource • Production and Consumption • Good • Supply and Demand • Choice • Spending and Saving <p>Conceptual Threads</p> <ul style="list-style-type: none"> • Supply and Demand • Choice • Spending and Saving • Decision <p>Understandings</p> <ul style="list-style-type: none"> • Availability of resources, production, and supply and demand affect choices people make and impact economic growth and decline. • Production and supply and demand are influenced by the availability of resources. • There are positive and negative outcomes of personal financial decisions. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Roles • Responsibilities • State Government • Local Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Structure • Function • State Government • Local Government <p>Understandings</p> <ul style="list-style-type: none"> • Groups and individuals may influence state and local governments. • Rights and responsibilities of individuals are reflected in the constitution. • The structure, function, roles, and responsibilities of government. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Social Structure • Identity • Community • Values • Beliefs • Culture • Development • Religion • Belief Systems • Cultural Development <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Identity • Values • Beliefs • Development <p>Understandings</p> <ul style="list-style-type: none"> • Identity, values, and beliefs contribute to the cultural development of states, and nations.

The image below is from NCPDI's 5th Grade Unpacking Document.

Inquiry 3-5	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	I.1.1 Identify content required to provide an answer to compelling questions.
	I.1.2 Construct compelling questions that promote inquiry with peers.
Supporting Questions	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.
	I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.7 Construct claims in response to compelling and supporting questions.
	I.1.8 Accurately use information from sources when making claims.
	I.1.9 Make inferences from information in sources.
Communicating Ideas	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	I.1.11 Identify ways to address problems related to the compelling question.

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that could be useful.	World History	American History	Civics and Economics and Civic Literacy	North Carolina History (with an Onslow County splash)	Sociology and Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Peardeck Wakelet National Geographic Graphic Organizers DocsTeach	Ducksters Eyewitness to History Stanford History Education Group NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology	America in Class Founders Online American Battlefield Trust Digital History Making of America Smithsonian National Park Service Teaching American History Gilder Lehrman	Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries Judicial Learning Center National Constitution Center	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources	American Sociological Association Sociology Central Institute of Social Research American Psychological Association	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning	Personal Finance Literacy Resources North Carolina Council on Economic Finance

ClassFlow StartSOLE C3 Inquiries History Labs Newsela Edulastic EdPuzzle CommonLit Discovery Education Actively Learn	Carolina Navigators UNC World View	Institute of American History Carolina K-12 Teaching with Primary Sources Spy Museum Library of Congress Jamestown and the American Revolution					
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Scope and Sequence

- [5th Grade Social Studies Standards](#) for extra support.
- [5th Grade Unpacking Document](#) for extra support.
- [OCS K-5 Social Studies Resources](#) for extra support.
- [Grade 5 CKLA Scope and Sequence](#) for extra support. *This document does not align perfectly with the 5th grade SS curriculum, however, there are opportunities for ELA integration.
- [Onslow County Museum Educators Guide](#) for extra support. *This resource can be used to book in-class presentations or field trips that may support your curriculum.

Unit One Scope and Sequence: Native Americans and Colonization (30 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>5.B.1.1- Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.E.1.4- Summarize the role of trade between the United States and other countries.</p> <p>5.G.1.1- Explain the relationship between location, physical environment, and human activity in the United States.</p> <p>5.G.1.2- Explain ways in which voluntary and forced migration and enslavement led to changes in the landscape of the United States, using maps.</p> <p>5.G.1.4- Explain the reasons for forced and voluntary migration to, from, and within the United States.</p> <p>5.H.1.1- Explain how experiences and achievements of women, minorities, Indigenous groups, and marginalized people have contributed to change and innovation in the United States.</p> <p>5.H.1.2- Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.</p> <p>5.H.1.5- Compare multiple perspectives of various historical events using primary and secondary sources.</p>	<p>This unit allows students to build background knowledge on the exploration and colonization of the United States by various groups. This information will lay a foundation for the rest of the units and allow opportunities to explore primary sources.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> Diverse cultures are valuable to the development of the identity of a nation. A nation's identity is influenced by the values and beliefs of diverse groups that reside in that nation. Nation's trade with one another based upon their desire or need for resources. People may move to different places as a result of involuntary or voluntary action. The migration and immigration of people to various places in a state or nation can be voluntary or forced. The traditions and practices of various groups play a role in contributing to change and innovation within a nation. The laws and policies of a nation often impact the roles of groups or individuals in various ways. Interpreting multiple historical perspectives is necessary to understanding the past. 	<ol style="list-style-type: none"> I can explain how colonization helped to bring about change in the United States. I can compare how the role of Indigenous populations has changed in the United States over time. I can analyze how perspective can affect the way a historical event is interpreted using primary sources. 	<ul style="list-style-type: none"> Native Americans Europeans Push-Pull Factors Columbian Exchange Exploration Colonization Settlers Plantations Regions Social Structure Inequality Trade and Exchange Mercantilism Enslavement Colonial Development Culture Narratives Stories Legends

Unit Two Scope and Sequence: The American Revolution (30 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.C&G.2.1- Summarize the ways in which women, Indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.</p> <p>5.H.1.1- Explain how the experiences and achievements of women, minorities, Indigenous groups, and marginalized people have contributed to change and innovation in the United States.</p> <p>5.H.1.2- Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.</p> <p>5.H.1.3- Explain the ways in which revolution, reform, and resistance have shaped the United States.</p> <p>5.H.1.4- Explain the impact of major conflicts and events on the development of the United States.</p> <p>5.H.1.5- Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p>5.H.1.6- Explain the significance of national symbols and traditions from various perspectives.</p>	<p>This unit allows students to develop an understanding of how events, people, and ideas shaped and influenced the United States. It also allows for analysis of primary and secondary sources from multiple perspectives.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> Diverse cultures are valuable in the development of the identity of a nation. As individuals and groups work to acquire freedom and equality, their roles within a nation may change. Historical events or issues can be understood through information from various sources. Interpreting multiple historical perspectives is necessary to understanding the past. 	<ol style="list-style-type: none"> I can analyze the impact of the Declaration of Independence. I can explain how the roles and status of (women, Indigenous, religious, racial groups) have changed over time. I can compare the similarities and differences between various perspectives. 	<ul style="list-style-type: none"> Native Americans/Indigenous people Beliefs Traditions Diversity Mercantilism Taxation Loyalism and divisions Colonial Resistance African American experience War and strategy Turning Points Independence Social Conflict Consequences of Revolution Natural Rights Inequality Rights Declarations Primary Sources Secondary Sources

Unit Three Scope and Sequence: The Founding of the United States (39 Days)			
Priority Objectives	Overview		
<p>Inquiry standards *not all listed</p> <p>5.B.1.1- Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.C&G.1.1- Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.</p> <p>5.C&G.1.2- Explain how the three branches of government work together to protect freedom, equality, and justice.</p> <p>5.C&G.2.1- Summarize the ways in which women, Indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.</p> <p>5.C&G.2.2- Exemplify ways in which rights are protected under the United States Constitution.</p> <p>5.E.1.1- Explain factors that led to economic growth and decline within the United States at various times in history.</p> <p>5.E.1.3- Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p> <p>5.E.1.4- Summarize the role of trade between the United States and other countries.</p> <p>5.G.1.1- Explain the relationship between location, physical environment, and human activity in the United States.</p> <p>5.G.1.4- Explain the reasons for forced and voluntary migration to, from, and within the United States.</p> <p>5.H.1.4- Explain the impact of major conflicts and events on the development of the United States.</p> <p>5.H.1.5- Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p>5.H.1.6- Explain the significance of national symbols and traditions from various perspectives.</p>	<p>This unit allows students to build background knowledge how the United States developed and how various people and historical events have shaped our nation. This unit also provides opportunities for analysis of primary and secondary sources.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • Branches of government often involve a complex system of checks and balances that may be designed to protect freedom, equality, and justice. • The protection of individual freedoms and equality are often written into a nation's system of government. • Citizens may have rights that are outlined by a nation's founding documents. • 	<ol style="list-style-type: none"> 1. I can identify key people who participated in shaping the United States into a democratic nation. 2. I can explain the responsibilities of the (legislative, executive, judicial) branch. 3. I can provide examples of major imports and exports in the United States. 	<ul style="list-style-type: none"> • Narratives • Historical Figures • "Founding Fathers" • Articles of Confederation • Constitution • Republic • Democracy • Federalism • Separation of Powers • Checks and Balances • Freedom • Compromise • Voting Rights • Enslavement • Bill of Rights • Federalists • Anti-Federalists • Supreme Court • Judicial Review • Primary Sources • Secondary Sources • Perspectives

Unit Four Scope and Sequence: Expansion and Growth (22 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>5.B.1.1- Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.E.1.1- Explain factors that led to economic growth and decline within the United States at various times in history.</p> <p>5.E.1.3- Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p> <p>5.E.1.4- Summarize the role of trade between the United States and other countries.</p> <p>5.G.1.1- Explain the relationship between location, physical environment, and human activity in the United States.</p> <p>5.G.1.2- Explain ways in which voluntary and forced migration and enslavement led to changes in the landscape of the United States, using maps.</p> <p>5.G.1.3- Explain how technological innovation has impacted the geography of the United States.</p> <p>5.G.1.4- Explain the reason for forced and voluntary migration to, from, and within the United States.</p> <p>5.H.1.1- Explain how the experiences and achievements of woman, minorities, Indigenous groups, and marginalized people have contributed to change and innovation in the United States.</p> <p>5.H.1.2- Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.</p> <p>5.H.1.5- Compare multiple perspectives of various historical events using primary and secondary sources.</p> <p>5.H.1.6- Explain the significance of national symbols and traditions from various perspectives.</p>	<p>This unit allows students to examine Western Expansion and its impact on the United States historically, geographically, and ideologically. This unit also provides a chance to examine primary and secondary sources based on multiple perspectives.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • People may move to different places as a result of involuntary or voluntary action. • Innovation and technology may contribute to economic growth. • Social, political, geographic, or economic conflict may have an impact on the development of a nation. 	<ol style="list-style-type: none"> 1. I can provide examples of technological innovations that had an impact on the geography of the United States. 2. I can explain reasons why people immigrated to the United States. 3. I can explain how the movement of goods, ideas, and various cultural groups influenced the development of regions in the United States. 	<ul style="list-style-type: none"> • Enslavement • Sectionalism • Expansion • Manifest Destiny • Suffrage • Democracy • Native American Removal • Trail of Tears • Human-environment interaction • Reforms • Abolitionists • Plantations • Agriculture • Migration • Economic Development • Push/Pull Factors

Unit Five Scope and Sequence: Civil War and Reconstruction (30 Days)			
Priority Objectives	Overview		
<p>Inquiry standards *not all listed</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.C&G.1.1- Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate.</p> <p>5.C&G.1.2- Explain how the three branches of government work together to protect freedom, equality, and justice.</p> <p>5.C&G.2.1- Summarize the ways in which women, Indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.</p> <p>5.C&G.2.2- Exemplify ways in which rights are protected under the United States Constitution.</p> <p>5.E.1.1- Explain factors that led to economic growth and decline within the United States at various times in history.</p> <p>5.E.1.2- Compare economic decisions in terms of benefits and consequences.</p> <p>5.E.1.3- Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p> <p>5.E.1.4- Summarize the role of trade between the United States and other countries.</p> <p>5.G.1.2- Explain ways in which voluntary and forced migration and enslavement led to changes in the landscape of the United States, using maps.</p> <p>5.G.1.3- Explain how technological innovation has impacted the geography of the United States.</p> <p>5.G.1.4- Explain the reasons for forced and voluntary migration to, from, and within the United States.</p> <p>5.H.1.2- Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.</p> <p>5.H.1.4- Explain the impact of major conflicts and events on the development of the United States.</p>	This unit allows students to understand the impact the Civil War and Reconstruction had on the United States politically, socially, economically, and culturally. Students will also examine the impacts specific groups had on the history and culture of the United States.		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> The protection of individual freedoms and equality are often written into a nation's system of government. Individuals and groups may protest and demand equal treatment which can lead to reforms that can transform a nation. The outcome of political and social conflict may impact policies and decisions of a nation. 	<ol style="list-style-type: none"> I can describe how the United States became involved in a Civil War. I can compare perspectives of various groups (women, Indigenous, religious, racial). I can analyze the significance of the 13th, 14th, and 15th Amendments. 	<ul style="list-style-type: none"> Enslavement States' Rights Secession Turning Points (key battles, etc.) Union Confederacy Emancipation Abraham Lincoln Emancipation Proclamation Gettysburg Address Leadership Thirteenth, Fourteenth, and Fifteenth Amendments Reconstruction Sharecropping African American Rights Equality Liberty Citizenship Primary Sources Secondary Sources

Unit Six Scope and Sequence: Citizenship and Economics (26 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>5.B.1.1- Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.</p> <p>5.B.1.2- Explain how the values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.</p> <p>5.C&G.1.2- Explain how the three branches of government work together to protect freedom, equality, and justice.</p> <p>5.C&G.2.1- Summarize the ways in which women, Indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.</p> <p>5.C&G.2.2- Exemplify ways in which rights are protected under the United States Constitution.</p> <p>5.E.1.2- Compare economic decision in terms of benefits and consequences.</p> <p>5.E.1.3- Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.</p> <p>5.E.2.1- Explain how personal financial decisions affect everyday life.</p> <p>5.E.2.2- Explain the importance of developing a basic budget for spending and saving.</p> <p>5.E.2.3- Explain how personal financial decisions impact economic growth and decline in the United States.</p> <p>5.H.1.1- Explain the relationship between location, physical environment, and human activity in the United States.</p> <p>5.H.1.2- Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.</p>	<p>This unit allows students to understand the rights and responsibilities of U.S. citizens. It also provides students with a continued background into personal financial literacy.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • Examples of civic participation by women, Indigenous, religious, and racial groups have influenced the protection of rights. • Examples of rights and privileges in the United States Constitution. • Examples of benefits that an individual may experience because of positive financial decisions. • Examples of consequences that may impact an individual because of negative financial decisions. • Examples of plans for both spending and saving. 	<ol style="list-style-type: none"> 1. I can plan a budget for my monthly expenses. 2. I can compare the different ways people can advocate for their rights. 3. I can explain why civic participation is important. 	<ul style="list-style-type: none"> • Democracy • Republic • Rights • Responsibilities • Privileges • Liberties • Voting • Production • Specialization • Technology • Division of labor • Spending • Borrowing • Budget • Debt • Saving • Trade • Markets • Capital • Labor • Opportunity cost

Examples of Formative Assessment per Standard

(Source: <https://www.dpi.nc.gov/social-studies-5th-grade-unpacking-document-fall-2021-implementation/open>)

Standard 5.B.1- Understand ways in which values and beliefs have influenced the development of the United States.	
5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.	5.B.1.2 Explain how values and beliefs of various Indigenous, religious, and racial groups have contributed to the development of American identity.
<p>Students learn about 6 Indigenous tribes from across the United States (one Plains area, one Southwestern, one Northeastern, one Southeastern, one Hawaii, and one Northwestern/Alaska). Based on their research, students describe how the beliefs and traditions of each tribe influenced the culture of the various regions of the United States.</p> <p>Students study the origins of jazz music in the United States and create a multimedia presentation that demonstrates how jazz music has contributed to the unique identity of the United States.</p>	<p>Students study the life of Indigenous populations before and after contact with other cultural groups. Students then design a museum exhibit, complete with artifacts with descriptions, which demonstrates their findings and how American identity was influenced by Indigenous populations.</p> <p>After studying basic information about the Maryland Act of Toleration, students explain how the desire for freedom or religion influenced American identity in one paragraph.</p>

Standard 5.C&G.1- Analyze the structure and function of the United States government in terms of cooperation and compromise.

5.C&G.1.1 Distinguish the role and responsibilities of the three branches of government in terms of how the branches cooperate.

Given a worksheet, students match examples of cooperative efforts with the correct set of branches of government.

Students are provided with a list of actions each of the three branches could take in a given scenario. Students distinguish the ones that are most likely to help the branches successfully work together to resolve the issue and explain why they chose what they did.

5.C&G.1.2 Explain how the three branches of government work together to protect freedom, equality, and justice.

Students study the 13th, 14th, and 15th amendments and complete a flow chart that demonstrates how each of the three branches supported each amendment. Based on what each branch did, the chart should have a short statement of how all three branches worked together to protect the rights of freedom and equality of all people.

Students are separated into three groups, each group representing a branch of the government. Students are given a scenario in which they will need to protect freedom. Students then try to come up with a solution to the issue. Finally, each group writes a two-paragraph conclusion about how the three branches of government can work together to protect freedom.

Standard 5.C&G.2- Understand the ways in which the federal government has protected individual rights of citizens.	
5.C&G.2.1 Summarize the ways in which women, Indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.	5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.
Students read a letter to the United States Congress written by Elizabeth Cady Stanton, Susan B. Anthony, and others in support of Women's Suffrage. Based on the letter, students write a 250-character tweet summarizing how the letter advocated for women's suffrage and encouraged government protection of the rights of women.	<p>In groups, students study a list of existing laws within our country. Students then explain why some of those laws may need to change in the future and why it is important for some laws to change. Finally, students generate a list of new laws that may be needed in the future and explain why these new laws might be needed as well as how they protect the rights of citizens.</p> <p>Students are given scenarios in which rights are threatened in the United States. Students produce examples of how those rights are protected by the Constitution.</p>

5.E.1 Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade.			
5.E.1.1 Explain factors that led to economic growth and decline within the United States at various times in history.	5.E.1.2 Compare economic decisions in terms of benefits and consequences.	5.E.1.3 Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States.	5.E.1.4 Summarize the role of trade between the United States and other countries.
Students read about assembly lines and mass production and write one paragraph explaining how industrialization impacted economic growth in the United States.	After studying reasons for government decisions to increase the federal minimum wage, students compare the benefits and consequences of making such a decision.	Students are given a sheet with a table listing 5-10 jobs and industries in the first column. Students fill in the remaining columns of the table to describe how each concept of production impacted the job or industry: column 2 is Specialization, column 3 is Division of Labor, and column 4 is Technology.	<p>The teacher gives students a political cartoon depicting trade between the United States and countries that have resources needed to produce United States' products. Based on the cartoon, students write a 250-character tweet summarizing the role trade plays in trying to get the needed products.</p> <p>Students are assigned a product that is not entirely built in the United States. The teacher provides a sheet to students that lists all the various parts of the product and where they come from. Students write a paragraph summarizing the role trade plays in getting that product to consumers in the United States.</p>

5.E.2 Understand the impact of personal financial decisions

5.E.2.1 Explain how personal financial decisions affect everyday life.

Students are given a chart with various categories that are important to everyday life (e.g., housing, food, clothing, savings, healthcare, transportation, entertainment, utilities, etc.). Underneath each category are varying descriptors that are "worth" different amounts (e.g., under the food category, eating out often might be worth 8 points, while eating out sometimes might be worth 6 points and rarely eating out might be worth 3 points). Students are given a total number of points that their final tally must not exceed and are required to choose something from each category. Afterward, students explain how their choices in one category impacted their choices in other categories and the impact that these choices have on everyday life.

5.E.2.2 Explain the importance of developing a basic budget for spending and saving.

Students select something they want from a list of higher-priced items. Students are then given a spreadsheet with categories in which they need to budget (e.g., food, clothing, school supplies, etc.), including a category for savings. Students are given a weekly or monthly "income" and are asked to budget their amount earned by making choices for how much to spend on each category, including how much to put in savings. Students then explain how their choices of how much to spend and save impacted their ability to buy the item they wanted.

Students view an already created budget plan of a person who is saving for a higher priced item. Students explain how the choices made in creating the budget demonstrates informed decisions in spending and saving.

5.E.2.3 Explain how personal financial decisions impact economic growth and decline in the United States.

Students read about the economy in the 1920s and write an explanation of how personal financial decisions of this time led to a period of short-term economic growth.

Students look at a graph of the Stock Market Crash in 1929 and explain how the financial decisions of the 1920s ultimately led to a period of long-term economic decline.

5.G.1 Understand the ways in which geographic factors and features have influenced development of the United States.			
5.G.1.1 Explain the relationship between location, physical environment, and human activity in the United States.	5.G.1.2 Explain ways in which voluntary and forced migration and enslavement led to changes in the landscape of the United States, using maps.	5.G.1.3 Explain how technological innovation has impacted the geography of the United States.	5.G.1.4 Explain the reasons for forced and voluntary migration to, from, and within the United States.
<p>After examining several pictures and reading about the role humans play in creating water pollution with plastic debris, students write a letter to government leaders explaining how plastic debris is affecting the marine environment and polluting water sources essential for people's lives.</p>	<p>Students look at a variety of maps that demonstrate the changes to the United States from the time period of the 13 colonies throughout Western expansion. The maps should show the acquisition of territories and purchases of land. Students then explain the connection between the voluntary migration of Western expansion and the changes to the United States landscape overtime.</p> <p>Students study maps of original locations of American Indian communities and maps of designated reservation areas. Students then explain how the forced migration of American Indian populations resulted in changes to the landscape of the United States.</p>	<p>Students read about Western expansion and study a map of the Transcontinental Railroad route. Students then explain how railroads impacted the geography of the United States.</p> <p>Students make a visual timeline with pictures and captions to explain how inventions from the American Industrial Revolution through present day changed the geography of the United States.</p>	<p>Students create a poster that explains the push/pull factors for immigrants entering the United States, between 1880 - 1920, through the Ellis Island and Angel Island immigration stations.</p> <p>Students create a storyboard outlining the reasons why African Americans migrated to Northern states during the Great Migration.</p>

5.H.1 Understand the role of various people, events, and ideas in shaping the United States.

5.H.1.1 Explain how the experiences and achievements of women, minorities, Indigenous groups, and marginalized people have contributed to change and innovation in the United States.	5.H.1.2 Summarize the changing roles of women, Indigenous, racial, and other minority groups in the United States.	5.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped the United States.	5.H.1.4 Explain the impact of major conflicts and events on the development of the United States.	5.H.1.5 Compare multiple perspectives of various historical events using primary and secondary sources.	5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.
<p>Students read about American Indians' contributions and create a Google slides presentation that explains the impact American Indians had on the development of the United States.</p> <p>Students study the way in which society viewed the roles of Women through the American Revolution/Civil War in the United</p>	<p>Students read articles about the roles of women before and during the American Revolution. Afterwards, students write a 250-character Tweet to summarize how the role of women changed during the Revolutionary era.</p> <p>Students study a timeline of voting rights and citizenship acts and laws, paying</p>	<p>Students study the Sons of Liberty and write an explanation of how their actions sparked a demand for reform through the Declaration of Independence and a desire for change within the thirteen colonies.</p> <p>Students study the causes of the American Revolution and the American Revolutionary war. Students then</p>	<p>Students create a cause-and-effect flow chart of the Revolutionary War and the road to independence from Great Britain. The flow chart should explain the impact of the Revolutionary War on the development of the United States.</p>	<p>Students compare multiple primary and secondary sources with opposing points of view around one event. Students then write a mock interview where they play the role of the interviewer who is interviewing two people with differing viewpoints from the time period studied. Students should then compare the two differing accounts</p>	<p>Students study and analyze the poem written on the base of the Statue of Liberty, "The New Colossus." After studying the poem, teachers facilitate a Wagon Wheel discussion about the symbolism, significance to life in the United States from past to present, and the various perspectives of this poem.</p>

States. Afterwards, students write a letter to women of the past explaining how their contribution helped shape the lives of women today in the United States.	particular attention to women, American Indian, racial, and other minorities. Students then write a 3-5 sentence summary of how the roles of these groups changed after they acquired rights and various laws changed.	create a cause-and effect flow chart demonstrating their understanding of how this revolution led to the beginning of a new and independent nation.		of the event to find similarities and differences. Students read 2-3 primary sources with differing opinions (Loyalists/Patriots) about the Stamp Act. After closely reading these sources, students complete a Janus Figure that compares the Loyalist and Patriot perspectives.	Students study the historical significance of various monuments and memorials in Washington, D.C. Afterwards, students write a written explanation of how these monuments and memorials can have different levels of significance to different people based on their experiences and backgrounds (e.g., World War II and Vietnam and Korean War memorials may have a different meaning to someone who fought in one of these wars than someone who did not).
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