

GRADE 5: SOCIAL STUDIES CURRICULUM FRAMEWORKS

UNIT 1: EXPLORATION TO SETTLEMENT/COLONIZATION				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. What were cultures like before European explorers? 2. How do landforms affect settlement? 3. How did exploration affect the new world?		Options include, but are not limited to: <ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapters 1-8 Assessments • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapters 2-6 Assessments 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand</u> : United States History <u>Standard</u> : North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)	Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) (Standard: 5.4.4.15.1) For example: Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell. (Mesoamerica)			<ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapters 2-3 • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 2
<u>Substrand</u> : United States History <u>Standard</u> : Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)	Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763) (Standard: 5.4.4.16.1) For example: Motivations—the search for a route to Asia, rivalries for resources, religious competition. (Exploration)			(with Standard 5.4.4.16.3) <ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapters 4-5 • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 3

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UNIT 1: EXPLORATION TO SETTLEMENT/COLONIZATION (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> United States History <u>Standard:</u> Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763) (Standard : 5.4.4.16.2) (Exploration)</p>			<p>(with Standard 5.4.4.16.3)</p> <ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years: Chapters 3-4</u> • <u>History Alive: America’s Past: Chapter 5</u>
<p><u>Substrand:</u> United States History <u>Standard:</u> Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763) (Standard: 5.4.4.16.3) (Exploration)</p>			<p>(with Standard 5.4.4.16.5)</p> <ul style="list-style-type: none"> • <u>History Alive: America’s Past: Chapter 8</u> • <u>Houghton Mifflin Social Studies – United States History Early Years: Chapters 3-4</u>

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UNIT 1: EXPLORATION TO SETTLEMENT/COLONIZATION (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> United States History <u>Standard:</u> Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763) (Standard : 5.4.4.16.4)</p> <p>(Exploration)</p>			<p>(with Standards 5.4.4.16.1/ 5.4.4.16.2)</p> <ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapters 3-4 • <u>History Alive: America’s Past:</u> Chapter 7
<p><u>Substrand:</u> United States History <u>Standard:</u> Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)</p>	<p>Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763) (Standard: 5.4.4.16.5)</p> <p>(Exploration)</p>			<p>(with Standard 5.4.4.16.3)</p> <ul style="list-style-type: none"> • <u>History Alive: America’s Past:</u> Chapter 8 • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapter 3
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800) (Standard : 5.4.4.17.2)</p> <p>For example: Colonial charters, Mayflower Compact, colonial assemblies.</p>			<ul style="list-style-type: none"> • <u>History Alive: America’s Past:</u> Chapters 6-7 • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapters 5-6

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UNIT 1: EXPLORATION TO SETTLEMENT/COLONIZATION (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Historical Thinking Skills <u>Standard:</u> Historians generally construct chronological narratives to characterize eras and explain past events and change over time.</p>	<p>Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. (Standard : 5.4.1.1.1)</p> <p>For example: Eras—Before 1620; Colonization and Settlement: 1585-1763; Revolution and a New Nation: 1754-1800. Events—the peopling of North America, the settlement of North American colonies, the events of the American Revolution.</p> <p>(Class Timeline)</p>		<ul style="list-style-type: none"> • Into social studies as the history unfolds 	<ul style="list-style-type: none"> • Timeline around the room. Add 3 events as they are talked about. (Shared Folder) • Possible History Alive: America's Past Chapter 5 or 10; Houghton Mifflin Social Studies – United States History Early Years Chapter 5 & 6
<p><u>Substrand:</u> Geospatial Skills <u>Standard:</u> People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p>	<p>Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information. (Standard: 5.3.1.1.1)</p> <p>For example: “TODALS” map basics—title, orientation, date, author, legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>			<p>(with Standards 5.3.1.3.1/ 5.3.4.10.1)</p> <ul style="list-style-type: none"> • Pull together biomes map, population, landforms and examples • Houghton Mifflin Social Studies – United States History Early Years: Unit 2, Chapters 4-6 • History Alive: America's Past: Chapters 1, 3

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UNIT 1: EXPLORATION TO SETTLEMENT/COLONIZATION (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Geospatial Skills <u>Standard:</u> Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).</p>	<p>Locate and identify the physical and human characteristics of places in the North American colonies. (Standard: 5.3.1.3.1)</p> <p>For example: Physical characteristics— landforms (Appalachian Mountains), ecosystems (forest), bodies of water (Potomac River, Chesapeake Bay), soil, vegetation, weather and climate. Human characteristics— structures (Faneuil Hall), cities (Richmond, Philadelphia, New York City), political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.</p>			<p>(with Standards 5.3.1.1.1/ 5.3.4.10.1)</p> <ul style="list-style-type: none"> • Houghton Mifflin Social Studies – United States History Early Years: Unit 2, Chapters 4-6 • History Alive: America’s Past: Chapters 1, 3
<p><u>Substrand:</u> Human Environment Interaction <u>Standard:</u> The meaning, use, distribution and importance of resources changes over time.</p>	<p>Explain how geographic factors affected land use in the North American colonies. (Standard : 5.3.4.10.1)</p> <p>For example: Geographic factors—climate, landforms, availability of natural resources.</p>			<p>(with Standards 5.3.1.3.1/ 5.3.1.1.1)</p> <ul style="list-style-type: none"> • Houghton Mifflin Social Studies – United States History Early Years: Unit 2, Chapters 4-6 • History Alive: America’s Past: Chapters 1-3

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UNIT 2: CONFLICT AND WAR (1763-1783)

Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Why did the colonies declare independence? 2. What were the major outcomes of the Revolutionary War?		Options include, but are not limited to: <ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapters 9, 10, 11, 12, 13 Assessments • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapters 7, 8, 9 Assessments 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand</u> : Historical Thinking Skills <u>Standard</u> : Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions. (Standard: 5.4.1.2.1)			<ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapter 11 (Should they declare independence? Debate) • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 7
<u>Substrand</u> : Historical Thinking Skills <u>Standard</u> : Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	Explain a historical event from multiple perspectives. (Standard: 5.4.1.2.2) For example: Event – Boston Massacre; Perspectives – British soldiers, American colonists.			<ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapter 11 (Should they declare independence? Debate) • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 7
<u>Substrand</u> : Historical Thinking Skills <u>Standard</u> : Historical events have multiple causes and can lead to varied and unintended outcomes.	Analyze multiple causes and outcomes of a historical event. (Standard: 5.4.1.3.1) For example: Historical event – the Columbian Exchange, the Seven Years War.			<ul style="list-style-type: none"> • <u>History Alive: America's Past</u>: Chapters 10-12 Event: Revolutionary War – all events leading up to it • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 7

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UNIT 2: CONFLICT AND WAR (1763-1783) (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Identify major conflicts between the colonies and English following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.1)</p> <p>For example: Conflicts related to the Proclamation Line of 1763, imperial policy shifts aimed at regulating and taxing colonists (Sugar Act, Stamp Act, Townshend Acts, Tea Act, “Coercive” Acts, Quebec Act), “taxation without representation,” the Boston Tea Party, the Quartering Act.</p>			<ul style="list-style-type: none"> • History Alive: America’s Past: Chapter 10 • Houghton Mifflin Social Studies – United States History Early Years: Chapter 7
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800) (Standard : 5.4.4.17.3)</p> <p>For example: Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.</p>			<ul style="list-style-type: none"> • History Alive: America’s Past: Chapters 10-13 • Houghton Mifflin Social Studies – United States History Early Years: Chapter 7-8
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.4)</p> <p>For example: Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.</p>			<ul style="list-style-type: none"> • Venn Diagram-shared folder (do with Unit 3)

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UNIT 2: CONFLICT AND WAR (1763-1783) (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.5)</p> <p>For example: Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</p>			<ul style="list-style-type: none"> • <u>History Alive: America’s Past:</u> Chapter 12 (Declaration of Independence) • <u>History Alive: America’s Past:</u> Chapter 14 (Constitution) and Chapter 15 (Bill of Rights) • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapter 9
<p><u>Substrand:</u> Civic Values and Principles of Democracy <u>Standard:</u> The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.</p>	<p>Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture. (Standard: 5.1.2.2.1)</p> <p>For example: Historically significant people might include George Washington, Thomas Jefferson, James Madison, Alexander Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>		<ul style="list-style-type: none"> • Research • Biographies 	<ul style="list-style-type: none"> • <u>History Alive: America’s Past:</u> Chapter 11 – Patriot, Loyalist Debate • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapters 7-9
<p><u>Substrand:</u> Civic Skills <u>Standard:</u> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p>	<p>Simulate a historic event to show how civic engagement (voting, civil discourse about controversial issues and civic action) improves and sustains a democratic society, supports the general welfare, and protects the rights of individuals. (Standard: 5.1.1.1.1)</p> <p>For example: Historic events— Constitutional Convention, a town meeting.</p>			<ul style="list-style-type: none"> • <u>History Alive: America’s Past:</u> Chapter 10 Simulation • <u>History Alive: America’s Past:</u> Chapter 11 Voting After Debate (Should we go to war or not?)

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UNIT 3: GOVERNMENT				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. Why were the Constitution/Bill of Rights created? 2. What were the main ideas from the Constitution/Bill of Rights?		Options include, but are not limited to: <ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 10, 14-15 Assessments • <u>History Alive: America’s Past</u>: Chapters 14-15 Assessments 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<u>Substrand</u> : Governmental Institutions and Political Processes <u>Standard</u> : The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Explain the primary functions of the three branches of government and how the leaders of each branch are selected, as established in the United States Constitution. (Standard : 5.1.4.7.1) For example: Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial branch decides if laws are broken; Supreme Court justices and federal judges are appointed.			<ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 9, Lessons 2-3 • <u>History Alive: America’s Past</u>: Chapter 14
<u>Substrand</u> : Governmental Institutions and Political Processes <u>Standard</u> : The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.	Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances. (Standard: 5.1.4.7.2)			<ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years</u>: Chapter 9, Lessons 2-3 • <u>History Alive: America’s Past</u>: Chapter 14

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UNIT 3: GOVERNMENT (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Governmental Institutions and Political Processes</p> <p><u>Standard:</u> The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.</p>	<p>Identify taxes and fees collected, and services provided, by governments during colonial times; compare these to the taxes and fees collected, and services provided, by the government today. (Standard : 5.1.4.7.3)</p> <p>For example: Property tax funds local government (schools, parks, city streets). Sales and income tax funds state government (State Patrol, Department of Natural Resources). Fees fund parks.</p>			<ul style="list-style-type: none"> • Houghton Mifflin Social Studies – United States History Early Years: Unit 4, Chapter 7, Lessons 2, 3, 4 • History Alive: America’s Past: Chapter 10
<p><u>Substrand:</u> United States History</p> <p><u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.4)</p> <p>For example: Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.</p>			<ul style="list-style-type: none"> • Venn Diagram-Shared Folder (do with Unit 2)
<p><u>Substrand:</u> United States History</p> <p><u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.5)</p> <p>For example: Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.</p>			<ul style="list-style-type: none"> • History Alive: America’s Past: Chapter 12 • History Alive: America’s Past: Chapters 14-15 • Houghton Mifflin Social Studies – United States History Early Years: Chapter 9

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UNIT 3: GOVERNMENT (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Describe the successes and failures of the national government under the Articles of Confederation and why it was ultimately discarded and replaced with the Constitution. (Revolution and a New Nation: 1754-1800) (Standard : 5.4.4.17.6)</p>			<ul style="list-style-type: none"> • “A More Perfect Union” (DVD)
<p><u>Substrand:</u> United States History <u>Standard:</u> The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)</p>	<p>Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) (Standard: 5.4.4.17.7)</p> <p>For example: Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise."</p>			<ul style="list-style-type: none"> • “A More Perfect Union” (DVD)
<p><u>Substrand:</u> Rights and Responsibilities <u>Standard:</u> Individuals in a republic have rights, duties and responsibilities.</p>	<p>Explain specific protections that the Bill of Rights provides to individuals and the importance of these ten amendments to the ratification of the United States Constitution. (Standard: 5.1.3.5.1)</p> <p>For example: Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</p> <p>(Bill of Rights)</p>			<ul style="list-style-type: none"> • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> pp. 334-335 • <u>History Alive: America’s Past:</u> Chapter 15

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UNIT 3: GOVERNMENT (continued)				
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Governmental Institutions and Political Processes</p> <p><u>Standard:</u> The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.</p>	<p>Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. (Standard: 5.1.4.8.1)</p> <p>For example: Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p> <p>(Bill of Rights)</p>			<ul style="list-style-type: none"> • With Bill of Rights section • <u>History Alive: America's Past:</u> Chapter 15 • <u>Houghton Mifflin Social Studies – United States History Early Years:</u> Chapter 9
<p><u>Substrand:</u> Civic Skills</p> <p><u>Standard:</u> Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</p>	<p>Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. (Standard: 5.1.1.1.2)</p> <p>For example: Public problem – Students litter while walking to school; balls from the playground land in neighbors' yards.</p>		<ul style="list-style-type: none"> • Problem-Solution writing 	

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UNIT 4: ECONOMICS				
Big Questions		Formative/Summative Assessments (To be determined by teachers/teams)		
1. How does the role of decision-making influence income and profit decisions?		Options include, but are not limited to: <ul style="list-style-type: none"> • Informal observation; Follow the lessons provided. 		
Substrand/Standard	Curriculum Benchmark	Standards of Proficiency (To be determined by teachers/teams)	Can Be Embedded into Another Content Area	Resources
<p><u>Substrand:</u> Economic Reasoning Skills <u>Standard:</u> People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.</p>	<p>Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice. (Standard : 5.2.1.1.1)</p> <p>For example: Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).</p>		<ul style="list-style-type: none"> • DARE 	<ul style="list-style-type: none"> • Should the colonists have declared independence? • Should they write a constitution to replace the articles of confederation? • Should Spain have continued to send explorers? • Shared Folder- ECONOMICS #1-Income
<p><u>Substrand:</u> Personal Finance <u>Standard:</u> Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.</p>	<p>Describe various uses of income and discuss advantages and disadvantages of each. (Standard: 5.2.2.2.1)</p> <p>For example: Uses of income—spend, save, pay taxes, contribute to others. Advantages of saving—earning interest and having enough money later to make a big purchase. Disadvantage—getting fewer goods and services now.</p>			<ul style="list-style-type: none"> • Shared Folder ECONOMICS #1-Income ECONOMICS#2- Uses of Income (Need Arthur's Pet Business by Marc Brown)
<p><u>Substrand:</u> Microeconomic Concepts <u>Standard:</u> Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.</p>	<p>Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used). (Standard: 5.2.4.6.1)</p> <p>For example: Entrepreneurs-- European explorers and traders. Profit equals revenue minus cost.</p>			<ul style="list-style-type: none"> • (all three below are in the shared folder) ECONOMICS-3-Profit Steve Jobs Website Milton Hershey Website