

## Grade 5 Curriculum Guide (2015-16)

Benchmark	Concepts	Skills	Essential Question(s)	Learning Targets ("I can..." statements)
<p>5.1.1.1.1 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. <i>For example:</i> Historic events—Constitutional Convention, a town meeting.</p>	<p>Democracy</p> <p>General welfare</p> <p>Individual rights</p>	<p><b>Simulate a historic event</b> to show how participation impacts a democratic society</p>	<p>How does participating in one's community impact both groups and individuals in a democratic society?</p>	<p>I can give examples of how children and adults are an important part of their community.</p> <p>I can describe what a democracy is, and how a person is important to a democracy both as an individual and as a part of a community.</p> <p>I can take part in a historic simulation to show how being an active citizen impacted groups and individuals in the past.</p>
<p>5.1.1.1.2 Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. <i>For example:</i> Public problem—Students litter while walking to school; balls from the playground land in neighbors' yards.</p>	<p>Public problem</p> <p>Community</p> <p>Multiple Perspectives</p> <p>Taking action</p>	<p><b>Civic inquiry</b></p>	<p>How does finding a solution to a current problem help the community as a whole?</p>	<p>I can identify the different people in my community and how they are connected to each other.</p> <p>I can identify a problem in my community and create an action plan to address it.</p>
<p>5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.</p>	<p>Revolution</p> <p>Culture - political life in America</p>	<p>Explain how significant people took action during the American Revolution and</p>	<p>What were the key characteristics and actions of these individuals that lead them to make a positive impact on a new and developing nation?</p>	<p>I can identify historically significant people during the period of the American Revolution.</p> <p>I can explain how their actions helped shape the government and society as the United States became a new nation.</p>

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<p><i>For example:</i> Historically significant documents and other people might include George Washington, Thomas Jefferson, symbolically James Madison, Alexander important artifacts. Hamilton, Mercy Otis Warren, Joseph Brandt, Elizabeth Freeman.</p>		<p>how this impacted political life</p>		
<p>5.1.3.4.1 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 <i>For example:</i> Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).</p>	<p>Protections Rights Amendment Ratification</p>	<p>Explain the protections guaranteed in the Bill of Rights and how the addition of these amendments helped the US Constitution become a law</p>	<p>I can explain the importance of the first 10 Bill Of Rights and how they protect United States citizens.</p>	<p>I can explain how the Bill Of Rights protects United States citizens today.</p> <p>I can explain why the Bill of Rights was important to the approval of the US Constitution.</p> <p>I can explain why the Bill of Rights was written to protect the rights of the United States citizens and to politically amend the US Constitution.)</p>
<p>5.1.4.6.1 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. <i>For example:</i> Legislative branch makes laws; Congress is elected. Executive branch carries out laws; President is elected, cabinet members are appointed. Judicial</p>	<p>Government Constitution Process of selecting leaders</p>	<p>Explain what each branch of gov't does and how leaders are selected (based on the US Constitution)</p>	<p>How do the three branches of government interact with one another to ensure the constitution is upheld?</p>	<p>I can explain the primary functions of the three branches of government (as established in the United States Constitution.)</p> <p>I can explain how the leaders of each branch are selected (as established in the United States Constitution.)</p>

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branch decides if laws are broken; Supreme Court justices and federal judges are appointed.				
5.1.4.6.2 Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.	Power Federalism Separation of powers Checks and balances	Describe how the power of the federal gov't is limited by states and by other branches	How does limiting the power of the branches of government affect the citizens of the United States?  What could happen if these limiting powers were removed?	I can describe what federalism is and how it limits the power of the government.  I can explain what the separation of powers is and how it limits the power of the government.  I can explain what the principle of checks and balances is and how it limits the power of the government.
5.1.4.6.3 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. <i>For example:</i> 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.	Taxes Fees Services Government	Compare how governments collect taxes and provide services in the past (colonial times) and today	How did the collection of colonial taxes by the British lead to the American Revolution?  what was the effect of taxing the colonists?	I can identify taxes and fees collected by the British government during colonial times.  I can identify services provided to the Colonists by the British government during colonial times.  I can identify taxes and fees collected by the U.S government today.  I can identify services provided by the U.S government today.

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				<p>I can compare and contrast the taxes and fees collected by the British government during colonial times and the U.S government today.</p> <p>I can compare and contrast the services provided by the British government during colonial times and the U.S government today.</p>
<p>5.1.4.7.1 Explain how law limits the powers of government and the governed, protects individual rights and promotes the general welfare. <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964.</p>	<p>Power</p> <p>Government</p> <p>Individual rights</p> <p>General welfare</p>	<p>Explain how laws limit the powers of government, protect the rights of individuals, and help care for citizens</p>	<p>How do laws keep us safe at school, home and other public places in the community?</p> <p>How are laws put in place and why?</p>	<p>I can explain how laws limit the powers of government.</p> <p>I can explain how laws limit the powers of the citizens.</p> <p>I can explain how laws protect individual rights.</p> <p>I can explain how laws promote the general welfare of our citizens.</p>
<p>5.2.1.1.1 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. <i>For example:</i> Decision-making processes—a decision tree, PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision).</p>	<p>Choice</p> <p>Alternatives</p>	<p><b>Apply a process</b> to study a different decision that could have been made in the past and explain the possible outcome of that choice</p>	<p>How do the decisions of a few people change the course of history for everyone?</p> <p>How could a different decision hundreds of years ago have changed our world today?</p>	<p>I can explain a decision-making process.</p> <p>I can identify the choice made for a historical event.</p> <p>I can explain the impact of the choice made for a historical event.</p> <p>I can identify an alternative choice that could have been made (for that historical event).</p>

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				I can explain the probable impact of that choice (for that historical event.)
5.2.2.2.1 Describe various uses of income and discuss advantages and disadvantages of each. <i>For example:</i> 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.	Income	Describe the advantages and disadvantages of the uses of income	What are the main advantages and disadvantages of the uses of income?	I can define income. I can describe various uses of income. I can give advantages for the various uses of income. I can give disadvantages for the various uses of income.
5.2.4.6.1 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). <i>For example:</i> Entrepreneurs-- European explorers and traders. Profit equals revenue minus cost.	Profit Entrepreneurs Revenue Cost	Describe and calculate profit	What is profit and how does it affect and motivate entrepreneurs?	I can define an entrepreneur. I can describe profit (as the motivation for entrepreneurs). I can define revenue. I can define cost. I can calculate profit (the difference between revenue and cost.)

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<p>5.3.1.1.1 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.</p> <p><i>For example:</i> "TODALS" map basics—title, orientation, date, author, legend/ key and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p>Space - location</p> <p>Spatial information</p>	<p><b>Create and use maps</b> of places (North American colonies)</p> <p>*use TODALS</p>	<p>What are the different kinds of maps and how do people use them?</p> <p>What are the "TODALS" map basics and how do we use them to read and create maps?</p>	<p>I can create and use various kinds of maps of places in the North American colonies.</p> <p>I can create and use at least one overlaying thematic map of a place in the North American colonies.</p> <p>I can identify the "TODALS" map basics.</p> <p>I can incorporate the "TODALS" map basics in my maps.</p> <p>I can incorporate points, lines and colored areas to display spatial information.</p>
<p>5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies.</p>	<p>Location</p> <p>Place</p>	<p>Find and name the landforms, waterways, towns, cities, and other features of places</p>	<p>Where were the key landforms and waterways in the colonies?</p> <p>Where were the key towns/cities and human-made structures in the colonies?</p>	<p>I can locate landforms and waterways in the colonies.</p> <p>I can locate towns, cities and structures in the colonies.</p>
<p>5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies</p> <p><i>For example:</i> Geographic factors—climate, landforms, availability of natural resources.</p>	<p>Geographic factors</p> <p>Land use</p>	<p>Explain how land use is impacted by geographic factors</p>	<p>How did people decide where to build colonies?</p> <p>What are some natural resources to consider when starting a colony?</p>	<p>I can identify geographic factors.</p> <p>I can identify various kinds of land use.</p> <p>I can identify the North American colonies.</p>

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				I can explain how geographic factors affected land use in the North American colonies.
5.4.1.1.1 Explain the construct of an era; interpret the connections between three or more events in an era depicted on a timeline or flowchart. <i>For example:</i> 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.	Era	<b>Interpret connections</b> between eras on a timeline or flowchart	How do past historical events impact the future?	<p>I can explain what an "era" is.</p> <p>I can identify three or more events/people on a timeline or flowchart.</p> <p>I can explain the connections between those three events/people.</p>
5.4.1.2.1 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.	Sources Evidence	<b>Historical inquiry</b>	<p>How do historians use primary and secondary sources from the past to make connections to today?</p> <p>How do we know what we know about the past?</p>	<p>I can pose questions about a topic I have identified from history.</p> <p>I can examine a primary and secondary source related to the questions I came up with.</p> <p>I can compare and interpret the evidence in the sources.</p> <p>I can use the evidence to draw conclusions (that address the questions.)</p>

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5.4.1.2.2 Explain a historical event from multiple perspectives <i>For example:</i> Event—Boston Massacre; Perspectives - British Soldiers, American Colonists	Multiple perspectives	Explain an event from different points of view	How can two people witness the same event and explain it in two different ways?	<p>I can explain what perspectives are.</p> <p>I can identify two or more people in a historical event.</p> <p>I can explain the historical event from their different perspectives.</p>
5.4.2.3.1 Analyze multiple causes and outcomes of a historical event. <i>For example:</i> Historical event— the Columbian Exchange, the Seven Years' War	Causes  Outcomes	Analyze multiple reasons for and results of events in the past	Why would the outcome of a historical event be viewed differently by two groups of people?	<p>I can identify one historical event.</p> <p>I can identify and explain why there were multiple causes of that historical event.</p> <p>I can identify and explain why there were multiple outcomes of a historical event.</p>
5.4.4.15.1 Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact) <i>For example:</i> Maya, Aztec, Anasazi, Hohokam, Cahokia, Hopewell.	Urban societies	Describe complex urban societies (context Meso- and North America before 1500)	What were some of the main factors that lead to an urban society to be successful? Or unsuccessful?	<p>I can explain what a "complex urban society" is.</p> <p>I can identify where Mesoamerica and North America are on a map.</p> <p>I can identify and describe complex urban societies that existed in these regions before 1500.</p>

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<p>5.4.4.16.1 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) <i>For example:</i> Motivations—the search for a route to Asia, rivalries for resources, religious competition.</p>	<p>Motivations Exploration Settlement</p>	<p>Explain why Europeans explored and settled around the world (1585-1763)</p>	<p>What caused many European groups to want to leave their homes?  What did they hope to find in a new place?</p>	<p>I can describe the valuable resources found in Asia, Africa, and the Americas.  I can explain why the European leaders wanted the goods and resources that Asia, Africa, and the Americas offered.</p>
<p>5.4.4.16.2 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)</p>	<p>Interactions Indigenous peoples Columbian Exchange</p>	<p>Describe early interactions and their consequences on indigenous peoples, Europeans and Africans</p>	<p>Why was it so hard for these different groups of people to interact?  Why was there so much violence when these groups first met?</p>	<p>I can compare and contrast indigenous cultures with European and African cultures.  I can classify the interactions between those three cultures.</p>
<p>5.4.4.16.3 Identify the role of Europeans and West Africans in the development of the Atlantic slave trade. (Colonization and Settlement: 1585-1763)</p>	<p>slave trade</p>	<p>Identify the people involved in the Atlantic slave trade - Europeans and West Africans</p>	<p>What lead so many people to believe it was okay to treat human beings as economic good?</p>	<p>I can describe and map the triangle slave trade and what goods were being traded between the Americas, Caribbean, and Africa.  I can explain why Europeans would believe that African Slaves were simply a part of economic trade.</p>

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5.4.4.16.4 Compare and contrast life within the English, French and Spanish colonies in North America. (Colonization and Settlement: 1585-1763)	Colonies	Compare and contrast life in North American colonies - English, French and Spanish	What were the goals of each of these different colonies and how did that impact their decision making and expansion?	<p>I can understand the European desire to expand in America.</p> <p>I can compare and contrast the decision making and expansion of the three different European powers (English, French, Spanish).</p>
5.4.4.16.5 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)	<p>Enslaved people</p> <p>Free black communities</p> <p>Cultural identity</p>	Describe ways that cultural identity was affected for enslaved people and free black who resisted slavery	<p>What did it mean to be african-american in colonial times?</p> <p>What led to the various cultural views about slavery?</p>	<p>I can identify African-American traditions that were brought to the colonies.</p> <p>I can understand why and how slavery existed in the colonies.</p> <p>I can compare and contrast how enslaved and free black communities viewed slavery.</p>
5.4.4.17.1 Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800) 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>Colonies</p> <p>Conflict</p> <p>Revolution</p>	Explain how conflicts between the colonies and England led to the American Revolution	<p>What were the conflicts that led to the American Revolution?</p> <p>How did these conflicts cause a division between England and its colonies?</p>	<p>I can describe major conflicts between the colonies and England.</p> <p>I can explain how these conflicts led to the American Revolution.</p>

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5.4.4.17.2 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) For example: Colonial charters, Mayflower Compact, colonial assemblies.	Self-governance  Colonies  Tradition  Revolution	Explain how self-governance grew and then influenced the American Revolution	How were colonial governments organized?  How did these governments function before the Revolution?	I can describe Colonial governments.  I can explain Colonial governments' influence on the American Revolution.
5.4.4.17.3 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) For example: Lexington and Concord, Saratoga, Yorktown, Treaty of Paris.	Revolution  Independence  Nation	Identify the major events of the revolution that led to the creation of the U.S.	What were the major events of the American Revolution?  How did these events lead to the creation of new nation?	I can identify and describe the two sides of the American Revolution.  I can identify the key people/events in the American Revolution.  I can discuss the major events of the American Revolution.
5.4.4.17.4 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) For example: Groups—Women, Patriots, Loyalists, indigenous people, enslaved Africans, free blacks.	Revolution  Colonies	Compare and contrast how different groups of people were impacted by the American Revolution	How were different groups and cultures impacted by the outcome of the American Revolution.	I can compare and contrast the impact of the Revolutionary war on different groups living in the colonies.

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5.4.4.17.5 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) For example: Consent of the governed, social contract, inalienable rights, individual rights and responsibilities, equality, rule of law, limited government, representative democracy.	Principles of democracy  Independence  Founding documents  Rights	Explain the principles of democracy that grew from the founding documents	What were the main documents that created the basis of our government (the Declaration, Constitution and Bill of Rights).  How did those documents create our democracy?	I can list the main documents that created our government.  I can explain what a democracy is.  I can connect how a democracy is formed from these documents.
5.4.4.17.6 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)	Government  Constitution	Describe why the first plan of gov't (Articles of Confederation) was replaced by the Constitution	Why were the Articles of Confederation replaced by the Constitution?	I can describe the reasons the constitution replaced the Articles of Confederation.
5.4.4.17.7 Describe the major issues that were debated at the Constitutional Convention. (Revolution and a New Nation: 1754-1800) For example: Distribution of political power, rights of individuals, rights of states, slavery, the "Great Compromise."	Constitution  Convention	Describe the major issues debated when the Constitution was being written	What was the Constitutional Convention?  Who was involved with the Constitutional Convention?  What was accomplished at the Constitutional Convention?	I can explain what the Constitutional Convention was.  I can identify the key members and their roles at the Constitutional Convention.  I can describe the major issues that were debated at the Constitutional Convention.

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