

Grade 5

“Our Nation, the USA”

Define the Year:

The United States of America is a nation that encompasses a large portion of the continent of North America. This year-long study reflects the pre-contact to eighteenth century historical perspectives that shaped the diverse physical, political, and cultural characteristics that define our country today. By examining the perspectives of Native American cultures, European leaders and explorers, and colonists of North America, students will understand how colonization led to the establishment of our new nation. Students will explore the foundations of American government by examining relevant aspects of the US Constitution, emphasizing that citizenship entails both rights and responsibilities. In addition, students will examine the role of economic forces in the exploration, colonization, and growth of the colonies into our nation.

Define the Units:

Unit 1: America From Sea To Shining Sea – People & Places

Unit 2: America – Our Beginnings

Unit 3: America – Citizenship and Democracy

Unit 4: America – Our Mixed-Market Economy

Grade 5, Unit 1: America from Sea to Shining Sea – People and Places

America is a nation of geographic diversity (both cultural and physical). In this unit students will examine the various regions that define America physically and politically. Students will explore the cultural elements that are shared by Americans as well as some of the differences that contribute to American cultural diversity. Students will demonstrate an understanding of how physical characteristics and the environment (climate, topography, etc.) influence settlement and land use patterns in America.

Domains: Physical Geography and Cultural Geography

Overarching Essential Questions: How have physical and cultural geographic characteristics shaped and defined America as it is today?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the physical and cultural geography of the nation to achieve a better understanding of America today?

Domain Essential Questions: What are the defining physical, political, and cultural characteristics of a region of the United States? How do geographical features and the environment shape patterns of settlement, land use, and migration in the regions? How have cultural groups within regions contributed to the diversity of American culture?

Concepts to Emphasize: geography, longitude, latitude, cardinal directions, region, political geography, cultural geography, physical geography, population distribution, climate, culture, diversity, environment, interaction and interdependence, migration

Grade 5, Unit 1: America from Sea to Shining Sea – People and Places

Domains: Physical Geography, Cultural Geography

Concepts to Emphasize: geography, longitude, latitude, cardinal directions, region, political geography, cultural geography, physical geography, population distribution, climate, culture, diversity, environment, interaction and interdependence, migration

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.3, 6.7, 6.8, 6.13 (United States)	<p>H&SS5-6:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> Identifying characteristics of <u>states, countries, and continents</u> using resources such as landmarks, models, maps, photographs, atlases, <u>internet, video, reference materials, GIS</u> and mental mapping. Observing, comparing, and analyzing patterns of state, <u>national, and global</u> land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities. 	<p>Focus: Students interpret geography to understand environments.</p> <p>1) Geographers create and interpret maps to identify various political, cultural, and physical regions.</p> <ol style="list-style-type: none"> How do the features of a map help us to interpret its meaning? What is a political region? What is a cultural region? What is a physical region? Why do we analyze geographic regions? 	<p>Interpret a political and physical map of a region in the United States. (3a)</p>

	<ul style="list-style-type: none"> • Locating the physical and political regions of <u>the United States and the world</u> (e.g., Plains, NE Coast, etc.; New England, South, West, etc.). • <u>Locating selected cities and countries in the world of historical and current importance using absolute and relative location</u> (e.g., capitals, Boston, NYC, etc.). • Using absolute and relative location to identifying <u>major mountain ranges, major rivers, and major climate and vegetation zones</u>. • Constructing <u>and reading a variety</u> of effective representations of the earth such as maps, globes, and photographs (e.g., physical, political, topographic, computer generated, and special purpose maps). • Identifying and using basic elements of a map. • Using grid systems to locate places on maps and globes (e.g., longitude and latitude). 	<p>2) By studying such factors as weather, population distribution, land use, climate, and transportation systems, we can understand the relationship between human beings and the geographic regions in which they live.</p> <ol style="list-style-type: none"> a) How do geographic features affect settlement and land use patterns? b) Why do people choose to live and work where they do? 	<p>Explain how climate and physical features impact ways of life in different regions of the United States. (3c)</p> <p>Locate the major geographical regions of the United State on a map. (3b)</p>
	<p>H&SS5-6:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying expressions of culture in the U.S. <u>through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs</u> (e.g., Major Native American cultures,). • Describing the contributions of various cultural groups to our country, <u>both past and present</u>. (e.g., Democracy and Individual Rights) • Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art in relation to location). • Identifying ways in which culture in the <u>United States</u> has changed. 	<p>Focus: Students show an understanding of continuity and change of cultures.</p> <p>3) Cultures shape individual and collective perceptions, beliefs, and actions and contribute to how we experience our world and how it operates.</p> <ol style="list-style-type: none"> a) What is culture? b) To what extent is there an American culture? c) What impact does diversity have on American culture? d) How does geographic location influence culture? 	<p>Describe how settlers and immigrants from various areas of the world have influenced American culture at various times in history. (4e)</p>

	<p>H&SS5-6:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Recognizing patterns of voluntary and involuntary migration <u>in the U.S. and world</u> (e.g. indentured servants, trans-Atlantic slave trade, colonization, etc.). • Describing how people have changed the environment <u>in the U.S. and world</u> for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation). • <u>Identifying</u> different viewpoints regarding resource use <u>in the U.S.</u> • <u>Describing how the environment influences a particular demographic factor</u>, such as disease/epidemic rates, life expectancy, infant mortality rate, population growth rate (e.g., describe how environmental factors influence income). • Recognizing patterns of voluntary and involuntary migration <u>in the U.S. and the world</u> 	<p>Focus: Students show understanding of human interaction with the environment over time.</p> <p>4) Our environment represents the surroundings in which we live and is influenced by geographic, cultural, political, and economic factors. In addition, our environment influences us and how we live.</p> <ol style="list-style-type: none"> a) How do humans adapt to the environments in which they live? How and why do people change their environments? b) What observations and conclusions can we make on the impact of human interaction on the environment? <p>5) Both voluntary and involuntary migration is based upon environmental forces such as climate, the availability of resources, and economic opportunities as well as cultural forces including religious and political factors.</p> <ol style="list-style-type: none"> a) Why do people move? b) What are the patterns of migration we can identify within and across time periods? c) To what extent is migration affected by environmental forces? d) How does the environment impact factors such as diseases, epidemic rates, population growth. e) To what extent is migration affected by cultural forces? 	<p>Explain two significant environmental changes experienced by indigenous people during the settlement of various regions of the U.S. (3d)</p>
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Grade 5, Unit 2: America – Our Beginnings

The story of our past helps us understand who we are today. In this unit students will broaden their understanding of America today through the examination of the history of our nation by focusing on indigenous cultures, early European exploration, and colonial settlements which framed the roots of revolution and independence.

Domains: History

Overarching Essential Questions: How does the knowledge of indigenous cultures, European exploration, and colonization help us understand and interpret past events, people, and ideas? How does studying the past help us understand our country today?

Inquiry Focus: What is inquiry? How can we use a variety of sources and approaches to investigate changes in our nation, including historical, social, political, economic, and cultural transformations?

Domain Essential Questions: What cultures existing in North America shaped history in the fifteenth and sixteenth centuries? What were the impacts of European exploration from multiple viewpoints (e.g. indigenous peoples, “New World”)? What were the significant events and who were the historical figures leading up to the American Revolution?

Concepts to Emphasize: change, historical, culture, indigenous, native, exploration, exploitation, colony, colonial, colonization, empire, revolution, empathy, perspective, change, identity, interdependence

Grade 5, Unit 2: America – Our Beginnings

Domain: History

Concepts to Emphasize: change, historical, culture, indigenous, native, exploration, exploitation, colony, colonial, colonization, empire, revolution, empathy, perspective, change, identity, interdependence

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 6.4, 6.5, 6.6	<p>H&SS5-6:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> Explaining differences between historic and present day objects in the United States or the world, evaluating how the use of the object and the object itself changed over time (e.g., comparing modes of transportation used in past and present exploration in order to evaluate impact and the events of those changes). 	<p>Focus: Students connect the past with the present.</p> <ol style="list-style-type: none"> Change results from new knowledge and events. <ol style="list-style-type: none"> What can we learn from changes in objects that we use in everyday life? To what extent has life changed in the United States over time? 	<p>Identify an object used by the colonists and explain how the use of this object and the object itself may be different today. (2a)</p>

	<ul style="list-style-type: none"> • Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred (e.g., In what ways would the life of a teenager during the American Revolution be different from the life of a teenager today? What factors have contributed to these differences?). • Investigating how events, people, and ideas have shaped the United States and/or the world; and hypothesizing how different influences could have led to different consequences (e.g. How did the civil rights movement change the U.S., and how might the U.S. be different if it had never happened). 		<p>Develop a focus question (thesis) to analyze and interpret information about the United States. (1a)</p>
	<p>H&SS5-6:9 Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Identifying different types of <u>primary and secondary sources</u>, and understanding the <u>benefits and limitations both bring to the study of history</u> (e.g., interviews, biographies, magazine articles, and eyewitness news accounts). • <u>Reading and interpreting historic maps.</u> • <u>Identifying multiple perspectives in historic and current events</u> (e.g., How might one of Santa Anna’s soldiers describe the events at the Alamo? How might an American soldier describe the same events?). • <u>Identifying attitudes, values, and behaviors of people in different historical contexts</u> (e.g., What values justified denying the women the vote?). • <u>Identifying how technology can lead to a different interpretation of history</u> (e.g., archeological excavation, using online primary source documents). 	<p>Focus: Students show understanding of how humans interpret history.</p> <ol style="list-style-type: none"> 2) The past shapes and defines the present. <ol style="list-style-type: none"> a) What can we learn about our present by studying our past? 3) Historians use multiple methods and resources to collect, analyze, and interpret historical data to help us understand the events and processes of history. <ol style="list-style-type: none"> a) How can we use primary and secondary resources to interpret history and assign meaning to historical experiences? 	<p>Distinguish between a primary and a secondary source. (1b)</p> <p>Include one primary source in inquiry. (1c)</p> <p>Cite relevant sources used in inquiry. (1d)</p> <p>Draw a conclusion that can be generalized to personal experiences. (1e)</p> <p>Summarize relevant findings in more than one presentation format (including reports) for multiple audiences. (1f)</p>

	<p>H&SS5-6:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> Identifying an important event in <u>the United States and/or world, and describing multiple causes and effects of that event.</u> Explaining transitions between eras that occurred over time (e.g., the end of the Colonial era) as well as those that occurred as a result of a pivotal event (e.g., September 11th, the writing of the Declaration of Independence). 	<p>Focus: Students show understanding of past, present, and future time.</p> <p>4) North America was populated with various cultures before European exploration and colonization.</p> <ol style="list-style-type: none"> What cultures existed in America before European contact? To what extent were these cultures similar/different from each other? To what extent do indigenous cultures contribute to the diversity of America today? <p>5) The desire to expand and trade goods (e.g., with the Far East) drove Europeans to explore the territory known today as the USA.</p> <ol style="list-style-type: none"> What motivated Europeans to explore North America? How did the exploration of North America affect both indigenous cultures and Europeans? <p>6) The development and growth of colonies in North America (migration of people) resulted in various conflicts with the indigenous inhabitants as well as conflicts within the colonial settlements and with European homelands.</p> <ol style="list-style-type: none"> What kinds of interactions occurred between colonists and indigenous populations? To what extent were the development and growth of colonies similar/different to/from each other? What events, interactions, and beliefs led to conflict and separation between colonists and Great Britain? 	<p>Describe how indigenous peoples from various regions of the United States have influenced American culture at various times in history. (4d)</p> <p>Identify three reasons for European exploration of the North American Continent (The “New World”). (2b)</p> <p>Explain two ways the populations of indigenous peoples were affected during the settlement of New England. (4b)</p> <p>Explain the causes of conflict between indigenous people and the colonists. (2c)</p> <p>Explain two significant cultural changes experienced by colonists during the settlement of New England and their positive and negative consequences. (4a)</p>
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Grade 5, Unit 3: America – Citizenship & Democracy

American democracy functions best when knowledgeable citizens participate in civic activities. In this unit students will develop an understanding of the foundations and principles of our Constitutional government. Students will also learn to recognize and model active civic participation.

Domain: Civics, Government, and Society

Overarching Essential Questions: What is a democracy? To what extent are citizens responsible for their own government?

Inquiry Focus: How can we use a variety of sources and approaches to investigate and better understand the tenets of the American Constitution?

Domain Essential Questions: What is the Constitution? Why is it important to American citizens? How do American citizens participate in government? Why is civic participation essential to democracy?

Concepts to Emphasize: democracy, citizenship, civics, society, rights, responsibilities, government, Constitution, representation, limited government, rights and/or freedoms, liberty, justice, majority rule, separation of powers, checks and balances, federalism, civics

Grade 5, Unit 3: America – Citizenship & Democracy

Domain: Civics, Government, and Society

Concepts to Emphasize: democracy, citizenship, civics, society, rights, responsibilities, government, Constitution, representation, limited government, rights and/or freedoms, liberty, justice, majority rule, separation of powers, checks and balances, federalism, civics, interdependence

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 6.14, 3.7, 3.11	<p>H&SS5-6:14 Students act as citizens by...</p> <ul style="list-style-type: none"> • <u>Describing and defining the rights, principles, and responsibilities of citizenship in the U.S.</u> (e.g., the right to vote and the responsibility to obey the law). • Identifying problems and proposing solutions in the local community, <u>state, nation, or world.</u> • Explaining their own point of view on issues that affect themselves and society; <u>being able to explain an opposing point of view</u> (e.g., bullies, victims, witnesses, voting age, smoking, violence on TV). 	<p>Focus: Students understand democratic citizenship and act as citizens.</p> <p>1) The ideals of democracy are best achieved through the active participation of citizens.</p> <ol style="list-style-type: none"> a) What does it mean to be a citizen in a democratic society? b) What are some ways one can participate as a citizen? c) How can we take an active role in our school and community to demonstrate our citizenship? d) How can citizens affect change in a democracy? 	<p>Identify the Bill of Rights as the first ten amendments. (5b)</p> <p>Justify the necessity of the Bill of Rights in a democracy. (5c)</p>

	<ul style="list-style-type: none"> • <u>Giving examples of ways in which political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.</u> • <u>Identifying the core beliefs and shared political values and principles, and how these are similar and different to other peoples. (modified GCE language)</u> • <u>Establishing rules and/or policies for a group, school, and/or community, and defending them.</u> 	<p>2) American citizenship affords us with both rights and responsibilities.</p> <ol style="list-style-type: none"> a) What are the rights and responsibilities of citizens in a democracy? Why is civic responsibility important? b) Why does being a responsible citizen require us to respect differences? c) Does a good citizen have a responsibility to try to improve the lives of people who need help? 	<p>Name the Five Freedoms in the First Amendment and explain two important responsibilities associated with those rights. (5d)</p>
	<p>H&SS5-6:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • <u>Describing how rules and laws are created</u> (e.g., participating in a simulation about creating a new law). • <u>Identifying key documents on which U.S. laws are based and where to find them</u> (e.g., Declaration of Independence, Bill of Rights, U.S. Constitution). • <u>Describing how government decisions impact and/or relate to their lives.</u> • <u>Describing the basic principles of American democracy</u> (e.g., right to “life, liberty, and the pursuit of happiness”; responsibility for the common good; equality of opportunity and equal protection of the law; freedom of speech and religion). 	<p>Focus: Students show understanding of government.</p> <p>3) Constitutional government provides a process for establishing laws and regulating governmental authority.</p> <ol style="list-style-type: none"> a) Why do we have a constitutional government? b) What is the process for establishing a law? c) What is representative government? d) How do the principles and structure of the U.S. Constitution function to both impart and limit government? 	<p>Explain the three branches of government as a system of checks and balances. (5a)</p> <p>Explain how a citizen in a democracy creates changes in law. (5e)</p>

CCSU Comprehensive Curriculum for Social Studies

Grade 5, Unit 4: America – Our Economy

A mixed-market economy is one in which individuals, partnerships, and corporations are free to engage in legal transactions. In a market economy the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interests. The role of the government is to monitor the economy and control the money supply.

The American economy is fundamentally based on the principles of capitalism (free markets, private property, voluntary trade, limited government). In this unit students will examine the role of property rights (ownership) in a market economy. Students will understand the role of entrepreneurs in organizing productive resources (land, labor, capital) towards the creation of goods and services. Students will examine the nature of trade as well as explore the role for government in a market economy.

Domain: Economics

Overarching Essential Question: To what extent do we both give and gain in a market economy?

Inquiry Focus: How can we use a variety of sources and approaches to investigate the impact of economic influences on America today?

Domain Essential Questions: What is the role of the entrepreneur in a market economy? Why do people/nations trade and to what extent are all parties better off when trading? What is the role of government in a market economy?

Concepts to Emphasize: economic system, production, consumption, distribution, entrepreneur, profit, supply and demand, agriculture, industry, finance, market value, resource

Grade 5, Unit 4: America – Our Economy

Domain: Economics

Concepts to Emphasize: economic system, production, consumption, distribution, entrepreneur, profit, supply and demand, agriculture, industry, finance, market value, resource

CCSU Power Standards

Power Standard #1 - Inquiry: Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
3.8, 3.9, 6.15, 6.16, 6.17	<p>H&SS5-6:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> Tracing the production, distribution, and consumption of goods <u>in the U.S.</u> (e.g., create a map showing flow of goods and/or trade) <i>Modified GCE language</i> Examining how producers <u>in the U.S.</u> have used natural, human, and capital resources to produce goods and services <u>and describing long-term effects of these uses</u> (e.g., What long-term effects did the growth of tobacco in the Chesapeake Bay area have on humans?). 	<p>Focus: Students show an understanding of the importance of trade, production, and consumption.</p> <p>1) When people produce specialized goods and then trade with others, both production and consumption increase.</p> <ol style="list-style-type: none"> To what extent did the colonists specialize? What barriers to trade existed in the early colonies? How did these barriers lead to conflict between the colonies and England? 	<p>Define basic economic concepts. (6a)</p> <p>Give examples of goods and services within a region of our country and their importance and impact. (6b)</p>

	<ul style="list-style-type: none"> Describing the causes and effects of economic activities on the environment <u>in the U.S.</u> (e.g., decline in the beaver population) <i>Modified GCE example</i> 		
		<p>Focus: Students show understanding of the relationship between profit and entrepreneurialism.</p> <p>2) Entrepreneurs are people who take risks in organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.</p> <ol style="list-style-type: none"> To what extent was the establishment of a business a risk for a colonial entrepreneur? Why do people become entrepreneurs? 	
	<p>H&SS5-6:19 Students show understanding of the interconnectedness between government and the economy by...</p> <ul style="list-style-type: none"> Identifying goods and services provided by local, state, <u>and national</u> governments (e.g. disaster relief, business subsidies) <u>and why these are needed</u> Explaining the relationship between taxation and governmental goods and services <u>in the US</u> (e.g. given data, students create a pie chart of budget allocations) <u>Recognizing that the US government creates its own currency for use as money</u> (e.g. investigating various forms of money printed throughout the history of the US) 	<p>Focus: Students show understanding of the role of resources in determining income.</p> <p>3) Income for most people is determined by the market value of the products they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.</p> <ol style="list-style-type: none"> How did colonists earn a living? How was the value of colonial resources/products determined? <p>Focus: Students show understanding of the role of government in our economy.</p> <p>4) The government raises revenue through taxes which in turn provides services for its citizens.</p> <ol style="list-style-type: none"> What are taxes? Why do we have them? To what extent does government provide services for its citizens? 	