

5th Grade - Our Nation, Our World

Unit 1 Compelling Question: EXPLORATION, INDIGENOUS PEOPLE, COLONIAL TIMES	Unit 2 Compelling Question: AMERICAN REVOLUTION, CONSTITUTION	Unit 3 Compelling Question: WESTWARD EXPANSION, INDUSTRIAL REVOLUTION, CIVIL WAR	Unit 4 Compelling Question: FIGHT FOR RIGHTS, WWI, WWII
How did geography affect the exploration and development of colonial America?	How might tensions between Great Britain and the Colonies help create an American foundation for political and economic success?	How did the growth of the U.S. affect the development of the country and create conflict?	How did the needs of different groups affect where we are today?
3-5 Inquiry Standards			
<i>Creating Essential Questions</i>	SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.		
<i>Creating Supporting Questions</i>	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.		
<i>Determining Helpful Sources</i>	SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.		
<i>Gathering and Evaluating Sources</i>	SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.		
<i>Developing Claims and Using Evidence</i>	SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.		
<i>Communicating Conclusions</i>	SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.		
	SS.3-5.IS.7. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.		
	SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.		
<i>Critiquing Conclusions</i>	SS.3-5.IS.9. Explain the use of inquiry strategies and approaches that will allow students to address local, regional, state, national, and global problems.		
<i>Taking Informed Action</i>	SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.		
Civics Standards			
Civic and Political Institutions	SS.5.CV.1. Explain the roles and responsibilities of government officials at the local, state, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.		
	SS.5.CV.2. Examine the origins and purposes of rules, laws and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people.		
	SS.5.CV.3. Compare and contrast the U.S. Government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.		
Participation and Deliberation: Applying Civic Virtues and Democratic Principles			
Process, Rules, and Laws	SS.5.CV.4. Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.		
Geography			
<i>Geographic Representations</i>	SS.5.G.1. Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.		
<i>Human-Environment Interaction</i>	SS.5.G.2. Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.		
<i>Human Population</i>	SS.5.G.3. Explain how human settlements and technological advancements have impacted natural resources.		

	SS.5.G.4. Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
<i>Global Interconnections</i>	
Economics	
<i>Economic Decision Making</i>	
<i>Exchange and Markets</i>	SS.5.EC.1. Analyze why and how individuals, businesses, and nations around the world specialize and trade.
<i>National and Global Economy</i>	SS.5.EC.2. Discover how positive incentives (e.g. sale prices and earning money) and negative consequences (e.g. library fines, parking tickets) influence behavior in our nation's economy and around the world.
	SS.5.EC.3. Determine the ways in which the government pays for the goods and services it provides.
<i>Financial Literacy</i>	SS.5.FL.4. Explain that interest is the price the borrower pays for using someone else's money.
History Standards	
<i>Change, Continuity, and Context</i>	SS.5.H.1. Create and use a chronological sequence of related events to identify cause and effects of relationships in history and the impacts of underrepresented groups.
<i>Perspectives</i>	
<i>Historical Sources and Evidence</i>	SS.5.H.2. Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.
<i>Causation and Argumentation</i>	SS.5.H.3. Summarize the central claim in a work of history.