

## **NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 5**

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

### **This document will provide:**

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

### **The example topics and example formative assessments provided with each objective are:**

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

### **The example topics and example formative assessments provided with each objective are:**

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

**The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies Standards: [View the Glossary of Instructional Terms](#)**

## Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

### Inquiry 3-5

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.

Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Identify content required to provide an answer to compelling questions. <b>I.1.2</b> Construct compelling questions that promote inquiry with peers.
<b>Supporting Questions</b>	<b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions. <b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers.
<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions. <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions. <b>I.1.8</b> Accurately use information from sources when making claims. <b>I.1.9</b> Make inferences from information in sources.
<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources.
<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question.

The time period and focus for this course is from pre-colonial through the present day.

**Unpacking the Behavioral Science Objectives**

**Standard 5.B.1** Understand ways in which values and beliefs have influenced the development of the United States

**Overarching Concepts:** Values and Beliefs, Development, United States

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.B.1.1</b> Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States</p>	<p>Students must be able to demonstrate knowledge and understanding of how traditions, social structure, and artistic expression have influenced the identity of the United States.</p>	<p>Artistic expressions are often used to express the values, traditions, and religious beliefs of cultures within a nation</p> <p>Diverse cultures are valuable to the development of the identity of a nation</p>	<p>How the identity of the United States was shaped by various traditions</p> <p>How the identity of the United States was shaped by social structures</p> <p>How the identity of the United States was shaped by artistic expression</p>	<p>Artistic Expressions</p> <ul style="list-style-type: none"> <li>● Music, dance, and fashion of the Roaring 20s</li> <li>● Jazz music</li> <li>● Gullah crafts and traditions</li> <li>● Songs of the Underground Railroad</li> <li>● Freedom Quilts</li> <li>● Quilt making</li> <li>● Painting</li> <li>● Music</li> <li>● Murals</li> <li>● Pottery</li> <li>● Poetry and dramatic productions</li> <li>● Harlem Renaissance</li> <li>● Arts and dance from various American Indian Tribes</li> </ul> <p>Traditions</p> <ul style="list-style-type: none"> <li>● Southern Traditions               <ul style="list-style-type: none"> <li>○ Creole</li> <li>○ Cajun</li> <li>○ Gullah</li> <li>○ Indigenous</li> </ul> </li> </ul>	<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 read about the roles of women during World War II and research Rosie the</p>

				<ul style="list-style-type: none"> <li>communities</li> <li>● Northeast <ul style="list-style-type: none"> <li>○ Italian</li> <li>○ Irish</li> <li>○ Greek</li> <li>○ Polish</li> <li>○ Indigenous communities</li> </ul> </li> <li>● Midwest <ul style="list-style-type: none"> <li>○ Indigenous communities</li> <li>○ Eastern European</li> </ul> </li> <li>● Southwestern <ul style="list-style-type: none"> <li>○ Indigenous communities</li> <li>○ Hispanic</li> </ul> </li> <li>● Western <ul style="list-style-type: none"> <li>○ Hispanic</li> <li>○ Asian</li> <li>○ Indigenous communities</li> </ul> </li> <li>● Hawaiian <ul style="list-style-type: none"> <li>○ Indigenous communities</li> </ul> </li> <li>● Religious Groups <ul style="list-style-type: none"> <li>○ Quakers</li> <li>○ Catholics</li> <li>○ Mormons</li> <li>○ Puritans</li> <li>○ Jews</li> </ul> </li> </ul> <p>Social Structure</p> <ul style="list-style-type: none"> <li>● Colonial Women <ul style="list-style-type: none"> <li>○ New England</li> <li>○ Middle</li> <li>○ Southern colonies</li> </ul> </li> <li>● Women during the</li> </ul>	<p>Riveter, her origins, and what she represents. Afterwards, students create a poster that demonstrates how the roles of Women in World War II contributed to the unique identity of the United States.</p>
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				<ul style="list-style-type: none"> <li>• Civil War</li> <li>• Women during Revolutionary War</li> <li>• Plantation life</li> <li>• Slavery</li> <li>• Segregation</li> <li>• Indigenous people</li> <li>• Women during World War II</li> </ul>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.B.1.2</b> Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity</p>	<p>Students must be able to demonstrate knowledge and understanding of how the values and beliefs of various groups have influenced the development of American identity, paying specific attention to race, religion, and indigenous peoples.</p>	<p>Values, beliefs, and practices of various cultures influence the development of a society</p> <p>A nation's identity is influenced by the values and beliefs of diverse groups that reside in that nation</p>	<p>Examples of values and beliefs of various indigenous, religious, and racial groups</p> <p>Examples of how the values and belief systems of indigenous, religious, and racial groups contributed to the development of American Identity</p>	<p>American Indians in North Carolina</p> <ul style="list-style-type: none"> <li>• The Eastern Band of Cherokee Indians</li> <li>• Haliwa-Saponi</li> <li>• Lumbee Tribe</li> <li>• Meherrin Sappony</li> <li>• Occaneechi Band of the Saponi Nation</li> <li>• Waccamaw Siouan</li> </ul> <p>Quakers</p> <p>Amish</p> <p>Hmong</p> <p>Montagnard</p> <p>African Americans</p> <p>Asian Americans</p> <p>Pacific Islanders</p> <p>Latinx</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, that 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>

				White Anglo Saxon Protestants Sikh Islam Protestantism American Indians Caribbean Catholicism Judaism	
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**Unpacking the Civics and Government Objectives**

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

**Overarching Concepts:** Structure, Function, Government

<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.C&amp;G.1.1</b> Distinguish the roles and responsibilities of the three branches of government in terms of how the branches cooperate	Students must be able to differentiate the roles of the three branches of government.  Students must be able to differentiate the responsibilities of the three branches of government.  Students must be able to discuss ways the three branches of	Branches of government often involve a complex system of checks and balances  Cooperation among individuals and groups within a government may lead to benefits for citizens	The roles of the three branches of government  The responsibilities of the three branches of government  Examples of how the three branches cooperate	United States Constitution  Powers and functions of each branch  Elements of checks and balances  Roles of executive, judicial, and legislative branches  Responsibilities of	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

	government cooperate.			executive, judicial, and legislative branches Checks and balances State Supreme Court General Assembly President Governor State representative for students district Judicial review Impeachment Senate confirmations Veto Veto overrides Amendments	to help the branches successfully work together to resolve the issue and explain why they chose what they did.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.C&amp;G.1.2</b> Explain how the three branches of government work together to protect freedom, equality, and justice	Students must be able to demonstrate how the protection of freedom, equality, and justice is impacted by the three branches of government.	Branches of government often involve a complex system of checks and balances that may be designed to protect freedom, equality,	The roles of the three branches of government  Examples of laws that have been passed to protect freedom, equality, and justice	United States Constitution  Bill of Rights  Ending of slavery  Civil Rights Acts of 1964	Students study the 13th, 14th, and 15th amendments and complete a flow chart that demonstrates how each of the three branches supported each amendment.

		<p>and justice</p> <p>The protection of individual freedoms and equality are often written into a nation's system of government</p>	<p>Examples of judicial rulings that have protected freedom, equality, and justice</p> <p>Examples of executive actions that have protected freedom, equality, and justice</p>	<p>and 1968</p> <p>13th, 14th, 15th, 19th amendments</p> <p>Integration of armed forces</p> <p>Americans with Disabilities Act</p> <p>Integration of schools</p> <p>Expansion of voting rights</p>	<p>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.</p> <p>Students explain how each of the three branches contributed to the effort of integrating schools and what effect it had on equality.</p> <p>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.</p>
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**Standard 5.C&G.2** Understand the ways in which the federal government has protected individual rights of citizens

**Overarching Concepts:** Government, Rights, Citizens

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.C&amp;G.2.1</b> Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of ways in which various groups participate, advocate, and encourage government protection of rights, paying specific attention to women, indigenous, religious, and racial groups.</p>	<p>Democratic governments may provide opportunities for people to advocate for the protection of individual rights</p> <p>Democratic governments are most effective when citizens actively participate</p> <p>Civic participation allows individuals the opportunity to be directly involved in the political process by staying informed about political issues, communicating with elected officials, and voting</p>	<p>Examples of advocacy by women, indigenous, religious, and racial groups that have influenced the protection of rights</p> <p>Examples of civic participation by women, indigenous, religious, and racial groups that have influenced the protection of rights</p>	<p>Voting</p> <p>Voter registration drives</p> <p>Registering to vote</p> <p>petition for change</p> <p>Communicating ideas or concerns with elected officials</p> <p>Protest</p> <p>Letter writing campaigns</p> <p>Lobby groups</p> <p>Marches</p> <p>Sit-Ins</p> <p>Boycotts</p>	<p>Students read about the Longest Walk that began July 15, 1978 as a peaceful transcontinental walk for justice for American Indian groups in the United States. After reading about the walk, students create an Instagram post featuring a picture representing the walk, with a 1-2 sentence caption summarizing how the walk represented a way to encourage government protection of American Indian rights.</p> <p>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</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.C&amp;G.2.2</b> Exemplify ways in which rights are protected under the United States Constitution</p>	<p>Students must be able to use material presented to them to come up with new examples of ways in which rights are protected under the United States Constitution.</p>	<p>A nation's constitution may or may not provide written protections of individual rights</p> <p>Citizens may have rights that are outlined by a nation's founding documents</p>	<p>Examples of rights and privileges in the United States' Constitution</p> <p>Examples of how rights and privileges are protected</p>	<p>Amendments in the United States Constitution (Bill of Rights and others)</p> <p>Laws</p> <p>Judicial System as a way to protect people's rights</p> <p>Voting</p> <p>Rights vs. responsibilities</p> <p>Right to a fair trial</p> <p>Right to free speech</p> <p>Right to assemble</p> <p>Right to petition</p>	<p>encouraged government protection of the rights of women.</p> <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's 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 come up with examples of how those rights are protected by the Constitution.</p>

## Unpacking the Economics Objectives

**Standard 5.E.1** Understand how economic decisions have impacted the United States in terms of consequence, growth, and trade

**Overarching Concepts:** Economic Decision, Impact, Consequence, Growth, Trade

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.E.1.1</b> Explain factors that led to economic growth and decline within the United States at various times in history</p>	<p>Students must be able to demonstrate an understanding of the causes that led to economic growth in the United States over time.</p> <p>Students must be able to demonstrate an understanding of the causes that led to economic decline in the United States over time.</p>	<p>Governments often create policies designed to stimulate economic growth</p> <p>A nation's availability of resources often influences economic growth or decline</p> <p>Supply and demand are important factors that impact economic growth and decline</p>	<p>Examples of factors that led to economic growth in the United States</p> <p>Examples of factors that led to economic decline in the United States</p>	<p>Mass production</p> <ul style="list-style-type: none"> <li>• Factories</li> <li>• Assembly line</li> </ul> <p>FDR's New Deal led to an increase in jobs</p> <p>The Dust Bowl (crop production had extreme losses)</p> <p>Housing crisis</p> <p>Economic boom of the 1920s</p> <p>Credit</p> <p>Buying on margin</p> <p>Great Depression</p> <p>War manufacturing</p> <p>Panics of 1800s</p> <p>Stock Market crashes</p> <p>Industrialization</p>	<p>The teacher asks students to read information about three of the five New Deal programs designed to specifically help the economy "recover:" Civilian Conservation Corps (CCC), Civil Works Administration (CWA), Farm Security Administration (FSA), National Industrial Recovery Act of 1933 (NIRA), and Social Security Administration (SSA). The students explain how each program stimulated economic growth during the Great Depression.</p> <p>Students read about assembly lines and mass production and write one paragraph explaining how industrialization impacted economic growth in the United States.</p>

<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.E.1.2</b> Compare economic decisions in terms of benefits and consequences	<p>Students must be able to discuss the benefits and consequences of the outcomes of an economic decision.</p> <p>Students must be able to recognize that some consequences of economic decisions are beneficial to the nation and others are not.</p>	<p>Bad economic decisions may hinder short or long-term economic goals</p> <p>Positive economic decisions may help long-term economic goals</p> <p>Opportunity cost requires citizens to make economic decisions that have benefits and consequences. The government often makes economic decisions that have benefits and consequences for business, individuals, and the economy</p>	<p>The consequences of economic decisions</p> <p>The benefits of economic decisions</p>	<p>Trade</p> <p>Investing</p> <p>FDR New Deal</p> <p>Government stimulus decisions</p> <p>Government bailout decisions</p> <p>Government subsidy programs</p> <ul style="list-style-type: none"> <li>● Students</li> <li>● Housing</li> <li>● Renewable energy</li> <li>● Corporations</li> <li>● Farming</li> </ul> <p>Raising or lowering of interest rates</p> <p>Increase in wages</p>	<p>Students read about the moon landing and the space race and write a comparison of the benefits and consequences of the government investing money into NASA.</p> <p>After studying reasons for government decisions to increase the federal minimum wage, students compare the benefits and consequences of making such a decision.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.E.1.3</b> Explain the impact of production, specialization, technology, and division of labor on the economic growth of the United States	Students must be able to demonstrate how economic growth is impacted by production, specialization, technology, and division of labor.	The interconnectedness of labor, capital, and markets contribute to the complexity of a nation's economic system and drive or limit opportunities for economic growth	<p>Examples of how economic growth of the United States is shaped by production, specialization, technology, and division of labor</p> <p>How factors of production influence the growth of a</p>	<p>Automobile</p> <p>Factors of Production</p> <ul style="list-style-type: none"> <li>● Land</li> <li>● Labor</li> <li>● Capital</li> <li>● Entrepreneurship</li> </ul> <p>Assembly lines</p>	Students study the automotive industry during the early 1900s. Students then explain the ways in which the division of labor and technology within the automotive industry during the 1920s

		A nation's economic success may be linked to its access to the resources, goods, and services it provides	nation's economy	<p>Cash crops</p> <p>Overproduction</p> <p>Surplus</p> <p>Stockpiles</p> <p>Decline of the cottage industry</p> <p>Division of labor</p> <p>Industrial parks</p> <p>Income gap</p> <p>Automation</p> <p>Outsourcing</p>	<p>impacted economic growth.</p> <p>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>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.E.1.4</b> Summarize the role of trade between the United States and other countries	Students must be able to demonstrate the ability to create a summary or abstract on the role trade plays between the United States and other countries.	<p>Imports and exports play an important role for trade between nations</p> <p>Nations trade with one another based upon their desire or need for resources</p>	<p>The purpose of trade</p> <p>Why the United States develops trading partners</p> <p>Examples of major imports and exports in the United States</p>	<p>Imports</p> <ul style="list-style-type: none"> <li>● Computers</li> <li>● Hardware</li> <li>● Vehicles</li> <li>● Minerals</li> <li>● Oil</li> <li>● Medical equipment and supplies</li> <li>● Furniture</li> <li>● Gems</li> <li>● Metals</li> <li>● Plastics</li> <li>● Food</li> <li>● Crops</li> </ul>	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

				Exports <ul style="list-style-type: none"> <li>• Computers</li> <li>• Oil</li> <li>• Minerals</li> <li>• Vehicles</li> <li>• Medical equipment</li> <li>• Aircraft</li> <li>• Food</li> <li>• Crops</li> </ul>	products.  Students are assigned a product that is not entirely built in the United States. The teacher provides a sheet to students that lists all of the different 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.
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**Standard 5.E.2** Understand the impact of personal financial decisions  
**Overarching Concepts:** Impact, personal financial decisions.

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>5.E.2.1</b> Explain how personal financial decisions affect everyday life	Students must be able to demonstrate knowledge and understanding of how personal financial decisions impact the lives of individuals.	<p>The personal financial decisions of an individual can influence the way people live, work, and enjoy leisure time</p> <p>Personal financial decisions can have benefits and consequences on everyday life</p> <p>Every spending decision has opportunity costs that</p>	<p>Examples of personal financial decisions</p> <p>Examples of benefits that an individual may experience because of positive financial decisions</p> <p>Examples of consequences that may impact an individual because of negative financial decisions</p>	<p>Loans</p> <p>Borrowing</p> <p>Debt</p> <p>Credit</p> <p>Saving</p> <p>Budgeting</p> <p>Savings account at bank</p> <p>Saving cash at home</p>	Students are given a chart with different 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

		may or may not improve a person's quality of life		<p>Budget</p> <p>Spending money on needs</p> <p>Spending money on wants</p> <p>Saving for future vs. spending right now</p> <p>Interest</p> <p>Investing</p> <p>Planning for the future</p> <p>Charitable Contributions</p> <p>Insurance</p> <p>Wages</p>	<p>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.</p> <p>Students write from the perspective of someone who spent beyond their means in the 1920s and explain how their financial decisions in the 1920s impacted their everyday life in the following years.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.E.2.2</b> Explain the importance of developing a basic budget for spending and	Students must be able to demonstrate knowledge and understanding of creating a budget	A personal budget can lead to informed decisions on spending and saving	Examples of plans for both spending and saving	Identifying wants vs. needs  Debt	Students select something they want from a list of higher-priced items. Students are then given

saving	that leads to decisions for spending and saving.	Needs and wants often determine how individuals plan, budget, spend, and save		<p>Opportunity cost</p> <p>Saving money</p> <p>Investing</p> <p>Budgeting</p> <p>Paying bills on time</p> <p>Wages</p>	<p>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.</p> <p>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.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.E.2.3</b> Explain how personal financial decisions impact	Students must be able to demonstrate an understanding of how personal	The personal financial decisions of an individual can influence	Examples of ways personal decisions impact economic growth	Loans Debt	Students read about the economy in the 1920s and write an explanation



economic growth and decline in the United States	<p>financial decisions have led to various types of economic growth in the United States over time.</p> <p>Students must be able to demonstrate an understanding of how personal financial decisions have led to economic decline in the United States over time.</p>	<p>the economic growth of a nation</p> <p>A nation's economic growth or decline can be related to the personal financial decisions of its citizens.</p>	Examples of ways personal decisions impact economic decline	<p>Opportunity cost</p> <p>Overspending</p> <p>Housing crisis</p> <p>Investing</p> <p>Comparison shopping</p> <p>Saving money</p> <p>Spending money</p> <p>Borrowing</p>	<p>of how personal financial decisions of this time led to a period of short term economic growth.</p> <p>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.</p>
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### Unpacking the Geography Objectives

**Standard 5.G.1** Understand the ways in which geographic factors and features have influenced development of the United States

**Overarching Concepts:** Geographic Factors, Geography Features, Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>5.G.1.1</b> Explain the relationship between location, physical environment, and human activity in the United States	Students must be able to demonstrate how the development of the United States has been impacted by location, physical environment, and human activity.	<p>Human activity can modify the physical environment of a place</p> <p>The physical environment of a location may determine the kinds of modifications humans make to the environment</p>	<p>Examples of how people adapt their lives to environmental conditions</p> <p>Examples of how people change their natural environment</p> <p>Examples of positive and negative effects of human activity on the United States</p>	<p>Westward expansion</p> <p>Pollution</p> <p>American Indians</p> <p>Tourism</p> <p>Plains Indians</p> <p>Agriculture</p> <p>Irrigation</p> <p>Settlement along rivers</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>Canals</p> <p>Forestry</p> <p>Slash and burn</p> <p>Stripmining</p> <p>Hydropower</p> <p>Fishing</p> <p>Sod housing</p> <p>Reservoir systems</p>	<p>Students study farming patterns of farms in the central United States during the 1920s and then study the Dust Bowl. Students create a visual timeline with pictures and captions. The timeline should explain the impact of too much farming on the same land and how this human activity impacts the environment.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<p><b>5.G.1.2</b> Explain ways in which voluntary and forced migration and slavery led to changes in the landscape of the United States, using maps</p>	<p>Students must be able to demonstrate they understand how the landscape of the United States has been impacted by voluntary migration.</p> <p>Students must be able to demonstrate they understand how the landscape of the United States has been impacted by forced migration.</p> <p>Students must be</p>	<p>People may move to different places as a result of involuntary or voluntary action</p> <p>The migration and immigration of people to a place or regions can lead to changes in the physical landscape</p>	<p>Examples of how forced migration led to changes in the landscape of the United States</p> <p>Examples of how voluntary migration led to changes in the landscape of the United States</p> <p>Examples of how slavery led to changes in the landscape of the United States</p> <p>Examples of push and pull factors that led to migration or immigration</p>	<p>Great Migration</p> <p>Indian removal/Trail of Tears</p> <p>Indian Wars (First Nations Wars)</p> <p>Treaties signed with First Nation Peoples</p> <p>California Gold Rush</p> <p>Dust Bowl</p> <p>Homesteaders</p> <p>Western Expansion</p> <p>Slavery</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>

	able to demonstrate they understand how the landscape of the United States has been impacted by slavery.			<p>Urbanization</p> <p>Religious freedom</p> <p>Underground Railroad</p> <p>Industrialization</p> <p>Agricultural opportunities</p> <p>Employment</p> <p>Louisiana Purchase</p> <p>Internment camps</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.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.G.1.3</b> Explain how technological innovation has impacted the geography of the United States	Students must be able to demonstrate they understand how the geography of the United States has been impacted by technology, invention, and innovation.	<p>Geographic challenges can be resolved through technological innovation</p> <p>Innovation and technology may contribute to social and economic growth</p>	<p>Examples of technological innovation that has impacted the geography of the United States</p> <p>Examples of inventions that have impacted the geography of the United States</p>	<p>Transcontinental Railroad</p> <p>Pony Express</p> <p>Erie Canal</p> <p>Steamboat</p> <p>Cotton Gin</p> <p>Plow</p> <p>Cars</p> <p>Planes</p> <p>Innovations in transportation</p> <ul style="list-style-type: none"> <li>● Roads</li> <li>● Canals</li> </ul>	<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>After studying the John Deere Plow, students create an ad for the John Deere plow. The ad must persuade farmers to move West with the assurance that the John Deere Plow will help them overcome</p>

				<ul style="list-style-type: none"> <li>• Railroads</li> <li>• Airports</li> </ul> <p>Tractors</p> <p>Mass Production</p> <p>Telegraph/telephone</p> <p>Mills</p> <p>Industrialization</p> <p>Barbed wire</p> <p>Grain elevator</p>	<p>geographic challenges. The ad must address how the invention of the John Deere Plow 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>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.G.1.4</b> Explain the reasons for forced and voluntary migration to, from, and within the United States	<p>Students must be able to demonstrate knowledge and understanding of the causes of forced and voluntary migration in the United States.</p> <p>Students must be able to demonstrate knowledge and understanding of the effects of forced and voluntary migration in the United States.</p>	<p>The introduction of new or expanded economic markets can lead to both forced and voluntary migration of labor</p> <p>The migration and immigration of people to various places in a state or nation can be voluntary or forced</p> <p>People may choose to move to a new place in search of opportunities</p> <p>Migration and immigration patterns</p>	<p>Reasons why people migrate (both forced and voluntary) to the United States</p> <p>Reasons why people migrate (both forced and voluntary) from the United States</p> <p>Reasons why people migrate (both forced and voluntary) within the United States</p>	<p>Indian Removal Act</p> <p>American Internment Camps</p> <p>American Indian Wars</p> <p>Treaties signed with American Indian Tribes</p> <p>Ellis Island</p> <p>Angel Island</p> <p>Employment opportunities</p> <p>Slave trade</p> <p>Educational opportunities</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> <p>Students read an article about Internment</p>

		are often determined by environmental, economic, and societal changes		Natural disasters Underground Railroad Early European exploration Refugees Religious freedom Political stability Freedoms Holocaust Cuban Revolution Debtor refuge Escape poverty Escape warfare Famine	camps for Japanese-Americans and write a written explanation of the reasons behind this forced migration.
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### Unpacking the History Objectives

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

**Overarching Concepts:** Roles, People, Events, Ideas

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>5.H.1.1</b> Explain how the experiences and achievements of women, minorities, indigenous groups, and marginalized	Students must be able to demonstrate how the experiences of various groups have contributed to change and innovation in the	Marginalized groups often contribute to change and innovation in a country despite limited opportunities for social mobility	Examples of how minorities helped to bring about change and innovation in the United States	Individuals <ul style="list-style-type: none"> <li>● Martin Luther King Jr.</li> <li>● Susan B. Anthony</li> <li>● Sojourner Truth</li> <li>● Abigail Adams</li> </ul>	Students read about American Indians' contributions and create a Google slides presentation that explains the impact

<p>people have contributed to change and innovation in the United States</p>	<p>United States, paying specific attention to minorities, indigenous groups, and marginalized people.</p> <p>Students must be able to demonstrate how the achievements of various groups have contributed to change innovation in the United States, paying specific attention to minorities, indigenous groups, and marginalized people.</p>	<p>The traditions and practices of various groups play a role in contributing to change and innovation within a nation</p> <p>The lives of people in a nation may be improved by the innovations and achievements of diverse groups of people.</p> <p>People’s achievements often influence and contribute to the development of state or nation.</p>	<p>Examples of how indigenous groups helped to bring about change and innovation in the United States</p> <p>Examples of how marginalized people helped to bring about change and innovation in the United States</p>	<ul style="list-style-type: none"> <li>● Eleanor Roosevelt</li> <li>● Ella Baker</li> <li>● Cesar Chavez</li> <li>● Mary Jackson, Katherine Johnson, and Dorothy Vaughn</li> <li>● Jerry Yang</li> <li>● Ruth Bader Ginsburg</li> <li>● Dolores Huerta</li> <li>● Thurgood Marshall</li> </ul> <p>Groups</p> <ul style="list-style-type: none"> <li>● American Indians</li> <li>● Enslaved persons</li> <li>● National Organization of Women</li> <li>● Civil rights groups</li> <li>● Abolitionists</li> </ul> <p>Achievements</p> <ul style="list-style-type: none"> <li>● Suffrage rights</li> <li>● Chinese workers &amp; the Transcontinental Railroad</li> <li>● Labor rights for farm workers</li> <li>● Inventions of Benjamin Banneker</li> <li>● Desegregation of public facilities</li> <li>● Montgomery Bus Boycott ends racial segregation of public transportation</li> <li>● Clara Barton founds the Red Cross</li> </ul>	<p>American Indians had on the development of the United States.</p> <p>Students read about Mary Jackson, Katherine Johnson, and Dorothy Vaughn and create a multimedia presentation explaining how their experiences and achievements have contributed to change and innovation in the United States.</p> <p>Students study the way in which society viewed the roles of Women through World War II in the United 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.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.H.1.2</b> Summarize the changing roles of women, indigenous, racial and other minority groups in the United States</p>	<p>Students must be able to demonstrate the ability to create a summary or abstract of how the roles of women, indigenous populations, and racial groups have changed over time in the United States.</p>	<p>The laws and policies of a nation often impact the roles of groups or individuals in various ways</p> <p>As individuals and groups work to acquire freedom and equality, their roles within a nation may change</p>	<p>How the role and status of women have changed in the United States over time</p> <p>How the role and status of indigeous populations have changed in the United States over time</p> <p>How the role and status of various racial groups have changed in the United States over time</p>	<p>Roles of women and children during war</p> <ul style="list-style-type: none"> <li>● American Revolution</li> <li>● Civil War</li> <li>● World War II</li> <li>● Women in contemporary military roles</li> </ul> <p>Roles of women &amp; minorities in colonial times vs. now</p> <p>Minorities &amp; American Indians during war</p> <ul style="list-style-type: none"> <li>● American Revolution</li> <li>● Civil War</li> <li>● World War II</li> <li>● Contemporary military roles</li> </ul> <p>Amendments to the United States Constitution</p> <p>Changes to citizenship laws over time</p> <p>Changes to voting laws and rights over time</p> <p>Civil Rights</p> <p>Migrant workers</p> <p>Immigrants (at various points in United States history)</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 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.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.H.1.3</b> Explain the ways in which revolution, reform, and resistance have shaped the United States</p>	<p>Students must be able to demonstrate how the causes of revolution, reform, and resistance have shaped the United States.</p> <p>Students must be able to demonstrate how the effects of revolution, reform, and resistance have shaped the United States.</p>	<p>When government actions are contrary to the will of the people, citizens may take actions to demand reform</p> <p>Individuals and groups may protest and demand equal treatment which can lead to reforms that can transform a nation</p> <p>The demand for social, political, or economic change can lead to resistance, revolution, or societal reform</p>	<p>Examples of historical and contemporary revolutions that have shaped the United States</p> <p>Examples of historical and contemporary reforms that have shaped the United States</p> <p>Examples of historical and contemporary resistance that have shaped the United States</p>	<p>Women, indigenous, and racial minorities in politics and government</p> <p>Civil Rights Movements</p> <p>Latino Civil Rights Movement</p> <p>Student Sit-Ins</p> <p>Stono Rebellion</p> <p>Nat Turner's Rebellion</p> <p>Gabriel Prosser's Rebellion</p> <p>Slave Revolts</p> <p>13th and 14th Amendments</p> <p>The writing of the Declaration of Independence</p> <p>Revolutionary War</p> <p>Industrial Revolution</p> <p>Abolition of slavery</p> <p>Underground Railroad</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 13 colonies.</p> <p>Students study the causes of the American Revolution and the American Revolutionary war. Students then create a cause-and-effect flow chart demonstrating their understanding of how this revolution led to the beginning of a new and independent nation.</p> <p>Students study the actions of Civil Rights leaders and create a multimedia presentation explaining how their demand for social, political, and economic change led to</p>



				<p>Suffrage: 15th &amp; 19th amendments</p> <p>Missouri Compromise</p> <p>Compromise of 1850</p> <p>Slave States vs. Free States</p> <p>Election of Abraham Lincoln</p> <p>Secession</p> <p>Sons of Liberty</p> <p>Integration of Schools</p> <p>Boycotts</p> <p>Internet/smartphones/social media</p>	changes in the United States.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>5.H.1.4</b> Explain the impact of major conflicts and events on the development of the United States	Students must be able to demonstrate they understand the effects of conflicts and events on the development of the United States.	<p>Social, political, geographic, or economic conflict may have an impact on the development of a nation</p> <p>The outcome of political and social conflict may impact the policies and decisions of a nation</p>	<p>The United States' role in major conflicts and events</p> <p>How and why various conflicts impacted the development of the United States</p> <p>How and why various events impacted the development of the</p>	<p>Revolutionary War</p> <p>War of 1812</p> <p>Civil War</p> <p>Reconstruction</p> <p>World War I</p> <p>World War II</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.

			United States	<p>Pearl Harbor</p> <p>Trail of Tears</p> <p>Great Depression</p> <p>Dust Bowl</p> <p>Japanese Internment Camps</p> <p>9/11</p> <p>Global War on Terrorism</p> <p>Pandemic</p> <p>Vietnam War</p>	<p>Students study the events leading up to the Great Depression and the impact of the Great Depression on society (e.g., ways of life, entertainment, employment, "Hooverilles," etc.). Students then create a poster explaining their understanding of the effects of the Great Depression on society and the development of the United States.</p> <p>Students learn about the basic events of World War II and Pearl Harbor. Students then create a multimedia presentation demonstrating their understanding of the role of the United States in the war and how this impacted the development of the United States.</p> <p>Students read about the basic events of September 11, 2001. Students then write an explanation of how the events of September 11th impacted the</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.H.1.5</b> Compare multiple perspectives of various historical events using primary and secondary sources</p>	<p>Students must be able to discuss the similarities and differences between the multiple perspectives of events that have occurred in history.</p> <p>Students must be able to use primary and secondary sources to master this objective.</p>	<p>Historical events or issues can be understood through information from various sources</p> <p>Interpreting multiple historical perspectives is necessary to understanding the past</p> <p>The credibility of historical sources must be examined in order to ensure accuracy and appropriateness</p>	<p>Examples of significant historical events in the United States</p> <p>How perspective can affect the way a historical event is interpreted</p>	<p>Historical maps</p> <p>Photographs</p> <p>Graphs</p> <p>Charts</p> <p>Newspaper articles</p> <p>Diary entries</p> <p>Original texts of historical documents</p> <p>Song lyrics relevant to historical time periods</p> <p>Events</p> <ul style="list-style-type: none"> <li>● Indian Removal</li> <li>● Integration of schools</li> <li>● Civil Rights Movements</li> <li>● American Revolution</li> <li>● Vietnam War</li> <li>● Emancipation Proclamation</li> <li>● Civil War</li> <li>● Reconstruction</li> <li>● Atomic bomb</li> <li>● Suffrage movements</li> </ul>	<p>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 of the event to find similarities and differences.</p> <p>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.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>5.H.1.6</b> Explain the significance of national symbols and traditions from various perspectives</p>	<p>Students must be able to demonstrate they understand the significance of why symbols and traditions are interpreted from various perspectives.</p>	<p>A nation's values and biases are evidenced by what it chooses to memorialize</p> <p>People often use symbols to exemplify the culture and history of places</p> <p>Symbols often carry different meanings to a variety of different cultures within a nation</p>	<p>Examples of the various symbols that were chosen to honor the culture and history of the United States</p> <p>The historical significance of various monuments in the United States from various perspectives</p>	<ul style="list-style-type: none"> <li>• Space Race</li> <li>Bald Eagle</li> <li>Liberty Bell</li> <li>Uncle Sam</li> <li>Statue of Liberty</li> <li>4th of July</li> <li>Pledge of Allegiance</li> <li>National/state flags</li> <li>Rosie the Riveter</li> <li>Thanksgiving</li> <li>Monuments in Washington, D.C.</li> <li>Mount Rushmore</li> <li>The Capitol</li> <li>The White House</li> <li>Veteran's Day</li> <li>Tomb of the Unknown Soldier</li> <li>Presidential Seal</li> </ul>	<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> <p>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</p>

				Groundhog Day New Year's	have a different meaning to someone who fought in one of these wars than someone who did not).
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