Grade 5 Social Studies
United States History

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Grade 5		
Course Title:	Grade 5: United States History		
Prerequisite(s):	Grade 5 Enrollment		
Course Description: *Program of Studies*	In this course, fifth-grade students will explore how geography, economics, and culture influenced European exploration and colonization of the Americas. They will analyze the impact of European settlement on Indigenous peoples, the development of the transatlantic slave trade, and the emergence of resistance movements across the colonies. Students will compare the economies, geographies, and political systems of the New England, Middle, and Southern colonies and examine how these differences contributed to regional interdependence. They will also investigate how the contributions of African, Indigenous, and European peoples shaped daily life, trade, and labor systems in colonial America. As the course progresses, students will trace the growing tensions between Great Britain and the colonies, analyzing key events, economic decisions, and ideological shifts that led to the American Revolution. They will study the Revolution from multiple perspectives, including those of Patriots, Loyalists, Native Americans, and Black communities. Finally, students will examine Connecticut's role in both the Colonial Era and the Revolutionary War and evaluate how foundational documents like the U.S. Constitution reflect civic ideals that continue to shape American democracy.		

Course Essential Questions:	● How did the exploration and settlement of Europeans impact social, political, and economic development in the Americas? ● How did the American Revolution change the way various groups thought about what freedom means? ● How can we support the principles of democracy as reflected in the Constitution?	
Course Enduring Understandings:	● People migrate and settle where there is greater access to natural resources and favorable geographic features. ● The desire for global power and influence led to exploitation among nations and their colonies. ● The transatlantic slave trade emerged as a result of European exploration and settlement patterns. ● Migration, exploration, and settlement created instances of conflict within and across groups. ● As a result of the movement of people, goods, and ideas, cultural diffusion took place. ● Global trade networks facilitated colonial economic growth and led to regional specialization. ● Political systems were established during the Colonial Era to provide leadership and protect freedoms for various groups. ● There are many factors and causes that created major historical events such as the American Revolution. ● Individuals' perspectives on which side to align with in any conflict may be dependent on various factors and are not universal to demographic groups. ● Growing and expanding views of civic and democratic principles contributed to the rejection of British parliamentary rule. ● Individual and group actions that occurred during the American Revolution illustrated the spirit of democracy that continues to shape the national identity of the United States. ● The United States Preamble and Constitution demonstrate democratic ideals and principles such as popular sovereignty, republicanism, separation of powers, and federalism. ● The United States Constitution outlines the rules and responsibilities of the branches of government and provides a framework for how government should function. ● Individuals and groups can make a difference using different strategies and contexts.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s)

		☐ 1.5 Credit(s) ☑ N/A
Course Materials/Resources:	*Studies Weekly*	
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)	
Year at a Glance (Units):	**Unit 1:** Exploration and Settlement in the Americas (~4-5 weeks) **Unit 2:** The American Revolution (~4-6 weeks) **Unit 3:** The United States Constitution and Civic Participation (~4-5 weeks)	

Unit Number and Title:	**Unit 1:** Exploration and Settlement in the Americas
Duration:	~4-5 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	In this unit, fifth-grade students will think like geographers to deepen their understanding of why different groups migrated, explored, and settled in specific regions. They will examine the causes and effects of European exploration and settlement on Indigenous lands. Students will also explore how European exploration in the Americas directly led to the emergence of the transatlantic slave trade. They will analyze the varying degrees to which the American colonies became economically interdependent on the transatlantic slave trade and investigate the rise of resistance movements within the colonies. Finally, students will understand how the economic, political, and social diversity that developed during the Colonial Era laid the foundation for growing tensions between the colonies and Great Britain.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 5.His.14. b. Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade). 5.His.5. a. Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, beliefs about governance and authority, trade motives, exploitation). 5.Geo.2. a. Use maps to explain the relationship between the location of the New England, Middle, and Southern colonies and the environmental characteristics of the region (e.g., New Amsterdam, New France, Jamestown, Plymouth, Saint Augustine). 5.Eco.5. a. Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, paper money).

	5.Eco.14. a. Explain how the desire for global power and influence led to exploitation among nations and their colonies (e.g., Spanish galleon, Triangle Trade, Dutch East India Company, British East India Company). 5.Eco.3. a. Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines). 5.Eco.4. a. Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes). 5.Eco.4. b. Analyze how the skills and strengths of the African Diaspora influenced economic specialization in the colonies (e.g., West African rice cultivation, metal working, and basket weaving). 5.His.14. c. Describe resistance movements, both individual and group, against oppression in the Colonial Era (e.g., Stono Rebellion, Pontiac Rebellion, New English Canaan). 5.His.14. d. Explain Connecticut's connection to the transatlantic slave trade (e.g., New London's deep water ports, Wethersfield-constructed ship The Tryall). 5.Civ.4. a. Compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era (e.g., town hall meetings, tribal council, juries). 5.His.16. a. Use evidence to develop a claim about a significant person, place, or event in Connecticut during the Colonial Era (e.g., Pequot War, Connecticut Witch Trials, Charter Oak). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 5.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence

	5.Inq.3. b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. 5.Inq.3. c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history. 5.Inq.4. a. Construct arguments using claims and evidence from multiple sources about United States history. 5.Inq.4. b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
Essential Question(s):	● How did the exploration and settlement of Europeans impact social, political, and economic development in the Americas?
Enduring Understanding(s):	● People migrate and settle where there is greater access to natural resources and favorable geographic features. ● The desire for global power and influence led to exploitation among nations and their colonies. ● The transatlantic slave trade emerged as a result of European exploration and settlement patterns. ● Migration, exploration, and settlement created instances of conflict within and across groups. ● The movement of people, goods, and ideas spread cultures to new places. ● Global trade networks created colonial economic growth and varied specialization by region. ● Political systems were established during the Colonial Era to provide leadership and rules to protect freedoms for various groups.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● natural resources are connected to where people settle. ○ mercantilism ○ triangular trade ○ Columbian Exchange ● European explorers and the territory they explored. ○ Christopher Columbus ○ John Cabot

	○ Ferdinand Magellean ○ Pedro Alvarez Cabral ○ Jacques Cartier ○ Francisco Vasquez de Coranado ○ Amerigo Vespucci ● the causes and effects of European exploration and settlement of the Americas. ○ religion ○ demand for goods ○ conflict ○ enslavement ○ cash crops ○ land rights ○ indentured servitude ● different cultures have their own experiences and expertise that contribute to the development of settlements. ○ trade motives ○ cultural norms ○ political beliefs ● daily life within communities differed by gender, race, and age. ○ treatment of diverse groups ○ responsibilities ○ rights ○ trades ● the role of money and currency in trade during the Colonial Era. ○ gold ○ tobacco ○ land ○ wampum ○ enslavement of human beings ● the characteristics of early colonies. ○ Jamestown

	○ Plymouth Colony ○ New England Colonies ○ Middle Colonies ○ Southern Colonies ● the availability of natural resources in the New England, Middle, and Southern colonies determined the areas of specialization and the production of goods and services. ○ New England: lumber and shipbuilding ○ Southern Colonies: plantations ○ Middle Colonies: cattle and grain production ● there were resistance movements, both individual and group, against oppression in the Colonial Era. ○ land ownership ○ alliances ○ Colonial and Native American Wars ○ French and Indian War ● Connecticut's connection to the transatlantic slave trade. ● political systems were used in European colonial settlements to establish leadership and protect freedoms for various groups. ○ Jamestown model ○ royal and proprietary charters Skills: (Students will be able to…) ● describe how natural resources determine where settlements are located through the analysis of maps. ● explain the relationship between the location of the colonies and the environmental characteristics in each region. ● describe the role of money and currency in trade during the colonial era through reading primary and secondary sources. ● explain how the desire for global power and influence led to exploitation among nations and their colonies through an examination of the Transatlantic network.

	● identify examples of resources used to produce goods and services throughout colonial settlements in the New England, middle, and southern regions using maps, primary, and secondary resources. ● describe resistance movements, both individual and group, against oppression in the Colonial Era. ● explain Connecticut's connection to the transatlantic slave trade. ● compare how political systems were used to make rules that establish community leadership and protect freedoms for various groups in the Colonial Era.

Unit Number and Title:	**Unit 2:** The American Revolution
Duration:	~4-6 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	There were pivotal events that led to the American Revolution. In this unit, grade five students will evaluate the advantages and drawbacks of decisions leading to the Revolution, investigate how political and economic beliefs shaped the perspectives of the British, Patriots, and Loyalists, and explore divergent opinions within Northeastern Woodland Native American tribes and Black communities. Students will use their historical thinking skills and analyze a variety of primary and secondary sources to unpack multiple perspectives and build claims for points of inquiry. Students will deepen their understanding of Connecticut's role in events related to the American Revolution, identify key individuals associated with important events, examine economic connections among colonies, and evaluate the broader consequences of significant events during the American Revolution. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 5.Civ.8. a. Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies. 5. His.1. a. Employ chronological thinking to create timelines comparing the events that led to the American Revolution (e.g., Seven Years War, Parliamentary acts of taxation, Boston Tea Party, Boston Massacre, Declaration of Independence). 5.Eco.1. a. Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property). 5.His.4. a. Explain how political and economic beliefs shaped the perspectives held by Patriots and Loyalists leading to the American Revolution (e.g., individual rights, liberties, representation, sovereignty, trade and taxation).

	5.His.4. b. Explain why members of the Northeastern Woodland Native American tribes and Black communities held conflicting views regarding support for the American Revolution. 5.His.6. a. Describe how people's perspectives of the American Revolution are documented in historical records while noting representation of marginalized voices (e.g., journals, letters, newspaper articles, pamphlets). 5.His.10. a. Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias). 5.His.14. e. Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge). 5.His.16. b. Use evidence to develop a claim about the role of Connecticut in the Revolutionary War (e.g., Provision State, privateers, Tory and Patriot sentiments). 5.His.16. c. Develop a claim about significant people, places or events in Connecticut during the American Revolution (e.g., Jonathan Occum, Israel Putnam, Hannah Bunce Watson, Benedict Arnold, Jordan Freeman). 5.Eco.15. a. Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause). 5.His.14. f. Explain the causes and effects of the Treaty of Paris (e.g., economic, political, social). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 5.Inq.1. c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 5.Inq.3. a. Gather relevant evidence from multiple sources about a person, event, or issue in United States History while using the origin, structure, and context to guide selection.

	5.Inq.3. b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources. DIMENSION 4: Communicating Conclusions and Taking Informed Action 5.Inq.4. c. Critique arguments and explanations. 5.Inq.4. d. Present a summary of arguments and explanations about early United States History using print, oral, and digital technologies in classrooms, schools, and out-of-school contexts. 5.Inq.4. e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.
Essential Question(s):	● How did the American Revolution change the way various groups thought about what freedom means?
Enduring Understanding(s):	● There are many factors and causes that create major historical events, such as the American Revolution. ● Various factors influence individuals' perspectives on which side to align with in any conflict. ● Growing and expanding views of civic and democratic principles contributed to the rejection of British parliamentary rule. ● Individual and group actions that occurred during the American Revolution illustrated the spirit of democracy that continues to shape the national identity of the United States.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the sequence of events that led to the American Revolution. ○ Parliament and taxes ○ Boston Massacre ○ The Tea Parties ○ Intolerable Acts ○ Lexington and Concord ● civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies. ○ Continental Congress ○ Declaration of Independence

	● the benefits and consequences of government and individual actions before the American Revolution. ○ taxation ○ right to property ○ rebellion ○ boycott ○ Sons of Liberty ● political and economic beliefs that shaped the perspectives held by Patriots and Loyalists. ○ Ben Franklin ○ *Common Sense* by Thomas Paine ○ Daughters/Sons of Liberty ● why members of the Northeastern Woodland Native American tribes and Black communities had conflicting views about support for the American Revolution. ○ promises to prevent westward colonization ○ possibility of freedom for enslaved African Americans ● how the perspectives of people in the American Revolution are found or not found in historical records. ○ pamphlets ○ newsletters ○ letters from Abigail Adams ● the strengths and weaknesses of the British and Continental Armies. ○ resources ○ training ○ tactics ○ George Washington ● probable causes and effects of major turning points in the American Revolution. ○ military encounters ○ crossing the Delaware ○ Valley Forge ○ Yorktown ● the impact war had on the daily lives of those who lived during the American Revolution.

	○ Minutemen ○ spies ○ individual case studies ● the economic interdependence and unification of the three regional colonial areas during the American Revolution. ○ trade ○ support efforts for the Continental Army ● the short-term and long-term effects of the Treaty of Paris. ○ alliances ○ Washington's resignation ○ dissent in the colonies ○ Shays's Rebellion ○ taxes ○ debt Skills: (Students will be able to…) ● use chronological thinking to understand and compare different events leading up to the American Revolution through the creation of a timeline. ● compare the benefits and costs of government and individual actions before the American Revolution. ● explain the political and economic beliefs that shaped the perspectives held by Patriots and Loyalists. ● explain why members of the Northeastern Woodland Native American tribes and Black communities had conflicting views about support for the American Revolution. ● examine how the perspectives of people in the American Revolution are found or not found in historical records. ● compare information from multiple historical sources about people and events in the American Revolution ● explain probable causes and effects of major turning points in the American Revolution. ● develop a claim about a significant person, place, or event in Connecticut.

	● explain the economic interdependence of the three regional colonies during the American Revolution. ● summarize the causes and effects of the Treaty of Paris.

Unit Number and Title:	**Unit 3:** The United States Constitution and Civic Participation
Duration:	~4- 5 weeks
Resource(s):	*Studies Weekly*
Unit Overview:	The American Revolution impacted the United States in various ways. In this unit, grade five students will investigate the civic practices within the newly created United States, evaluate the creation of the Constitution of the United States, and examine the ways that individuals in the past and today can affect change through civic participation. Students will closely analyze the Preamble to the Constitution and the Bill of Rights, identify civic principles embedded in these documents, and explain key portions of the Constitution, including the system of checks and balances and separation of powers. Students will use their historical thinking skills to closely analyze sections of the Constitution, contextualize the historical reasoning of the writers of the Constitution, and consider diverse perspectives regarding government participation and other civic issues.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 5.Civ.3. a. Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism). 5.Civ.4. b. Explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties (e.g., citizenship, property, suffrage). 5.Civ.5. a. Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights). 5.Civ.10. a. Identify how the beliefs about government are represented in the Preamble of the United States Constitution. 5.Civ.14. a. Illustrate how individuals and groups in the Revolutionary Era and today have and can effect change (e.g., school, community, and state issues).

	5.Civ.10. b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues. *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry: 5.Inq.1. a. Identify concepts, ideas, and interpretations associated with compelling and supporting questions about early United States History. 5.Inq.2. a. Apply disciplinary knowledge and practices to demonstrate an understanding of United States history content. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 5.Inq.3. a. Gather relevant evidence from multiple sources about a person, event, or issue in United States History while using the origin, structure, and context to guide selection. 5.Inq.4. c. Critique arguments and explanations. 5.Inq.4. d. Present a summary of arguments and explanations about early United States History using print, oral, and digital technologies in classrooms, schools, and out-of-school contexts. 5.Inq.4. e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history. 5.Inq.4. f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.
Essential Question(s):	● How are the principles of democracy reflected in the Constitution?
Enduring Understanding(s):	● The United States Preamble and Constitution demonstrate democratic ideals and principles such as popular sovereignty, republicanism, separation of powers, and federalism. ● The United States Constitution outlines the rules and responsibilities of the branches of government and provides a framework for how government should function. ● Individuals and groups can make a difference using different strategies and contexts.

Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	Content: (Students will know…) ● the origins and purpose of key provisions of the United States Constitution. ○ Articles of Confederation ○ Federalism ○ Republicanism ○ separation of powers ○ checks and balances ● how rules were established at the end of the American Revolution that promoted and limited individual liberties. ○ representation ○ taxation ○ rights to property ○ suffrage ● the role of the Constitution in creating the U.S. government system. ○ Preamble ○ branches of government ○ Bill of Rights ● parts of the Preamble that represent beliefs about government. ○ rights of liberty ○ limiting government ● how individuals and groups in the Revolutionary Era and today have effected and can effect change. ○ school ○ community and state issues ○ case studies of influential voices/founding fathers ● reasons behind multiple and varied points of view about school, community, and civic issues. Skills: (Students will be able to…) ● examine the origins and purpose of key provisions of the United States Constitution.

	● explain how rules were established at the end of the American Revolution by identifying laws that promoted and limited personal liberties. ● compare the protection of individual rights within the Declaration of Independence to the Bill of Rights. ● explain the role of the Constitution in creating the U.S. government system, identify parts of the Preamble that represent beliefs about government using close reading and annotation skills. ● use evidence to develop a claim about how individuals and groups in the Revolutionary Era and today have effected and can effect change. ● identify reasons behind multiple and varied points of view about school, community, and civic issues.