



inquirED

5th Grade Scope and Sequence

Topic: Native America

Inquiry Question: How can we better honor the cultural heritage of this land?

Description: This unit challenges students to explore a wide range of diverse sources to form a deeper understanding of the rich and varied cultures of our country's Indigenous American peoples in the past and present.

Standards Covered:

Civics: Applying Civic Virtues and Democratic Principles

- D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgements as a group

Civics: Processes, Rules, and Laws:

- D2.Civ.11.3-5: Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/ or society
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Geography: Spatial Views of the World

- D2.Geo.3.3-5: Use maps of different scales to describe the locations of cultural and environmental characteristics

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.16.3-5: Use evidence to develop a claim about the past
- D2.His.17.3-5: Summarize the central claim in a secondary work of history

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

History: Perspectives

- D2.His.4.3-5: Explain why individuals and groups during the same historical period differed in their perspectives
- D2.His.5.3-5: Explain connections among historical contexts and people's perspectives at the time

- D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created

Topic: The Thirteen Colonies

Inquiry Question: How can facing the complexities of America's past help us to meet the challenges of the present?

Description: This unit looks at the complex geopolitical landscape, web of events, and cross-cultural interactions that helped shape both the past and present of our nation.

Standards Covered:

Civics: Applying Civic Virtues and Democratic Principles

- D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgements as a group

Civics: Processes, Rules, and Laws

- D2.Civ.11.3-5: Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/ or society
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

Economics: Exchange and Markets

- D2.Eco.3.3-5: Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services
- D2.Eco.4.3-5: Explain why individuals and businesses specialize and trade
- D2.Eco.6.3-5: Explain the relationship between investment in human capital, productivity, and future incomes

Economics: The Global Economy

- D2.Eco.15.3-5: Explain the effects of increasing economic interdependence on different groups within participating nations

Geography: Spatial Views of the World

- D2.Geo.3.3-5: Use maps of different scales to describe the locations of cultural and environmental characteristics

Geography: Spatial Patterns and Movements

- D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources

Geography: Place, Regions, and Culture

- D2.Geo.6.3-5: Describe how environmental and cultural characteristics influence population distribution in specific places or regions

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
- D2.His.16.3-5: Use evidence to develop a claim about the past
- D2.His.17.3-5: Summarize the central claim in a secondary work of history

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic

History: Perspectives

- D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created

Topic: The American Revolution

Inquiry Question: How can we promote life, liberty, and the pursuit of happiness for all?

Description: In this unit, students explore the events, causes, and consequences of the Revolution, examining primary and secondary sources to uncover how diverse groups of individuals shaped the course of history and laid the foundation for American government.

Standards Covered:**Civics: Civic and Political Institutions**

- D2.Civ.3.3-5: Examine the origin and purposes of rules, laws, and key U.S. constitutional provisions
- D2.Civ.5.3-5: Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

Civics: Applying Civic Virtues and Democratic Principles

- D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgements as a group

Civics: Processes, Rules, and Laws

- D2.Civ.11.3-5: Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/ or society
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

History: Causation and Argumentation

- D2.His.14.3-5: Explain probable causes and effects of events and developments
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History: Perspectives

- D2.His.6.3-5: Describe how people's perspectives shaped the historical sources they created

Topic: Rights and Responsibilities

Inquiry Question: How can we contribute to a healthy democracy?

Description: This unit explores the concept of freedom in parallel with a study of the Constitution, Bill of Rights, and branches of government.

Standards Covered:

Civics: Civic and Political Institutions

- D2.Civ.2.3-5: Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate
- D2.Civ.3.3-5: Examine the origin and purposes of rules, laws, and key U.S. constitutional provisions
- D2.Civ.5.3-5: Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions

Civics: Applying Civic Virtues and Democratic Principles

- D2.Civ.10.3-5: Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues
- D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgements as a group

Civics: Processes, Rules, and Laws

- D2.Civ.11.3-5: Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/ or society
- D2.Civ.12.3-5: Explain how rules and laws change society and how people change rules and laws
- D2.Civ.13.3-5: Explain how policies are developed to address public problems
- D2.Civ.14.3-5: Illustrate historical and contemporary means of changing society

History: Historical Sources and Evidence

- D2.His.10.3-5: Compare information provided by different historical sources from the past
- D2.His.11.3-5: Infer the intended audience and purpose of a historical source from information within the source itself
- D2.His.12.3-5: Generate questions about multiple historical sources and their relationships to particular historical events and developments
- D2.His.13.3-5: Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic