

Fifth Grade

Recommended Scope and Sequence Foundations and History of the U.S.



Fifth grade learners will deepen their understanding of the United States' place in the world by exploring geography, government, history, civics, and economics. They will study continents and oceans using both relative and absolute location, gain new perspectives on the polar regions, and consider how geography shapes our global relationships. Students will examine the foundations of the U.S. government, including how it functions today and ways individuals can participate in civic life. They will also explore early U.S. history, focusing on European colonization, interactions with Indigenous peoples, and the development of democratic principles that continue to shape our nation. Additionally, learners will develop a foundational understanding of economics, including how money works and how economic systems connect with culture, society, and the environment. This broad overview prepares students for a more in-depth study of U.S. history in eighth grade.

1st Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Foundations of American Government & Civic Life-Building a Community – Rules, Rights, and Responsibilities**

**See back of appendix for additional suggested activities, materials, and resources.*

Civics Standard(s):	Content Objectives:	Notes:
SS.5.1.10.1 <i>Describe the rights, roles, and responsibilities of U.S. citizens and explain basic principles of American democracy.</i> SS.5.1.7.1 <i>Apply civic virtues and democratic principles in school settings.</i> SS.5.1.8.1 <i>Analyze and compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.</i> SS.5.2.6.1 <i>Assess the importance of participation in democracy.</i> SS.5.2.7.1 <i>Distinguish core civic virtues and democratic principles that guide government, society, and communities.</i> SS.5.2.8.1 <i>Evaluate how rules and laws change society and how people change rules and laws.</i> SS.5.3.7.1 <i>Use deliberative processes when making decisions</i>	Students will describe key rights and responsibilities of U.S. citizens and explain basic principles of American democracy, such as popular sovereignty, limited government, rule of law, and separation of powers, while identifying the roles citizens play in a democratic society. Students will demonstrate civic virtues, including respect, responsibility, and fairness, in school interactions and apply democratic principles like majority rule, minority rights, and the rule of law to decision-making within the school environment. Students will analyze different procedures used for making decisions in various settings, such as the classroom, school, government, and society, and compare the strengths and weaknesses of these different decision-making procedures. Students will be able to identify different ways citizens can participate in a democracy, including voting, expressing opinions, and volunteering, and explain why citizen participation is important for a healthy democracy, ensuring voices are heard, holding leaders accountable, and improving communities, while also providing examples of how such participation can lead to positive changes.	*Provide time during the first two weeks of school for relationship building and teaching class/school expectations and procedures. Labor Day First Day of Fall Dictionary Day Patriot Day Make a Difference Day Indigenous Peoples' Day Constitution Day Hispanic Heritage Month Alaska Day Halloween Literacy Connections: <i>The Juice Box Bully</i> by Bob Sornson and Maria Dismondy <i>Say Something!</i> by Peter H. Reynolds

<i>or reaching judgments as a group.</i> <i>SS.5.3.8.1 Research problems or issues and propose solutions using the appropriate public process.</i> <i>SS.5.4.6.1 Explain how groups of people make rules to create responsibilities and protect freedoms.</i> <i>SS.5.4.7.1 Examine the beliefs, experiences, perspectives, and values that underlie one's own and others' points of view about civic issues.</i> <i>SS.5.4.8.1 Summarize the historical origins of relevant rules and laws, and the formal and informal factors that shape(d) public policy.</i> <i>SS.5.6.6.1 Describe ways in which people benefit from and are challenged by working together through government.</i> <i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.2 Determine whether a source is primary or secondary.</i>	Students will identify core civic virtues, such as honesty, compassion, and courage, that are important for effective government and society, and explain core democratic principles, including justice, equality, and liberty, that guide government, society, and communities. Students will evaluate the impact of specific rules and laws on society and explain how individuals and groups can influence the creation and modification of rules and laws. Students will participate in deliberative processes, discussing, listening to different perspectives, and evaluating information to make group decisions, and contribute to reaching judgments as a group through respectful discussion and consideration of various viewpoints. Students will research a specific public problem or issue and propose potential solutions to the identified problem or issue, utilizing an appropriate public process, such as writing a letter to an official or presenting to a school board. Students will be able to identify examples of rules that exist in various groups, including the classroom, school, community, and country, explain why rules are made by groups of people, to keep order, ensure fairness, and solve problems, and analyze how specific rules create responsibilities for individuals and/or help to protect the freedoms of group members. Students will identify beliefs, experiences, perspectives, and values that influence their own point of view on a civic issue and recognize and consider the beliefs, experiences, perspectives, and values that	<i>The Important Book</i> by Margaret Wise Brown <i>Lillian's Right to Vote</i> by Jonah Winter <i>Each Kindness</i> by Jacqueline Woodson <i>Martin's Big Words: The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport <i>What Can a Citizen Do?</i> by Dave Eggers <i>What Do You Do with a Problem?</i> by Kobi Yamada <i>Just Help! How to Build a Better World</i> by Sonia Sotomayor <i>We the People</i> <i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>A Fine, Fine School</i> by Sharon Creech <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i> by Duncan Tonatiuh
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<i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.5.3 Explain ways to individually and/or collaboratively address local, regional, or global problems or issues and predict possible results of those actions.</i>	influence others' points of view on civic issues. Students will summarize the historical origins of selected rules and laws and identify and describe both formal, such as legislation and court decisions, and informal, such as public opinion and advocacy groups, factors that have shaped public policy. Students will describe ways people benefit from working together through the government and identify challenges people face when working together through the government. Suggested Activities: Students use Fan-N-Pick cards to explore the relationship between rights and responsibilities in a democracy. Teams match rights (e.g., freedom of speech) with corresponding responsibilities (e.g., respecting others' opinions) and discuss their importance in a democratic society. Circle map: brainstorm different civic virtues (e.g., “respect”, “cooperation”, “courage”), focusing on what the virtue looks like, sounds like, and feels like in a school setting. Students create Flow Maps for different decision-making scenarios (classroom, school, government) to compare and contrast the steps involved, highlighting similarities and differences in processes. For example, a classroom decision might have "Problem -> Discussion -> Vote, while a government decision might be "Problem -> Bill Introduced -> Debate -> Vote -> Signed into Law." Multi-Flow Map: Cause and effects of	<i>If Everybody Did</i> by Jo Ann Stover <i>Grace for President</i> by Kelly DiPucchio <i>Sofia Valdez, Future Prez</i> by Andrea Beaty
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	responsible citizen participation. Brainstorm what leads to responsible participation, and brainstorm the results or implications of responsible participation. Bridge Map: Create analogies to demonstrate understanding of responsible participation (ex., Voting is to democracy AS a steering wheel is to a car.) Flow Map: Show the process of how a bill becomes a law. Turn & Talk: “What if there were no rules/laws?” Students discuss hypothetical scenarios. Students work in small groups to propose revisions to existing classroom rules or suggest new ones. Using a Multi-Flow Map, each group identifies a classroom issue, its causes, and then proposes a rule as a solution with its anticipated positive effects. Groups then share their proposals in a Round Robin discussion. The class collectively discusses and evaluates each proposal for fairness and feasibility, ultimately voting or reaching a consensus on which rule(s) to adopt. Students will be presented with various scenarios where a rule is either present or absent (e.g., a chaotic playground without a "no running" rule, a fair game with clear rules). In small groups, they will briefly role-play the scenario with and without the rule, demonstrating the impact. Afterwards, they will participate in an Inside-Outside Circle to share their observations and explain why the rules made a difference in their scenarios. Thinking Map - Multi-Flow Map: Introduce a	
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	historical "problem" or situation that led to a specific rule or law (e.g., a community issue that led to a local ordinance, a conflict that led to a national law like the Emancipation Proclamation, or even school rules that came from past problems). After reading, pairs create a Multi-Flow Map . In the center, they write the historical "problem." On the left, they list the causes or historical events that led to the problem. On the right, they list the rule/law that was created as a result and its immediate effects.	
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2nd Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Early American History – Colonization to Republic-Shaping a Nation – Exploration, Settlement, and the Birth of a Government**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Civics Standard(s): <i>SS.5.1.6.1 Distinguish the responsibilities and powers of government officials at various levels and branches of government in the early days of American democracy.</i> <i>SS.5.1.9.1 Compare and contrast the three branches of national government along with their impact on Alaska.</i> <i>SS.5.3.6.1 Identify and explain the importance of key national documents and determine their impact on governance.</i>	Content Objectives: Students will be able to identify and describe the main responsibilities and powers of key government officials within the Legislative (Congress), Executive (President), and Judicial (Supreme Court) branches of the early federal government, differentiate between the primary powers held by the early federal government and those reserved for state governments, and explain how the division of power among these branches and between federal and state governments was designed to function in the early days of American democracy. Students will compare and contrast the roles and responsibilities of the legislative, executive, and judicial branches of the U.S. national government and describe specific	Notes: Veteran's Day Attendance Awareness Month Election Day Alaska Native and American Indian Heritage Month American Education Week Thanksgiving Holidays Around the World First Day of Winter/Winter Solstice

<i>SS.5.5.6.1 Investigate the origins, functions, and structure of the U.S. federal government.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.5.2 Use deliberative and democratic procedures to identify ways to take action about local and/or regional problems or issues.</i>	examples of how each branch impacts the state of Alaska. Students will be able to identify key early American national documents, including the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution (including the Bill of Rights), explain the main purpose or big idea of each document, and describe how these documents laid the foundation for or directly impacted the structure and functions of the early American government. Students will describe the historical origins of the U.S. federal government, identify the primary functions of each branch, and explain its basic structure, including the three branches and their relationship. Suggested Activities: Draw a Tree Map: classify the 3 branches of government. Label the headings: Federal, State, Local (though "local" was less formalized in early democracy, you can discuss the idea of town/county governance). As a class, brainstorm responsibilities and powers that would have existed at each level in early America (e.g., Federal: national defense, coining money; State: education, regulating commerce within the state; Local: town meetings, maintaining roads). For comparison, use a Double Bubble Map to compare two branches at a time (e.g., Legislative vs. Executive). Students can work in pairs to fill in similarities and differences.	Guest speakers from the city, borough, and/or state level government representatives Literacy Connections: <i>We the Kids: The Preamble to the Constitution</i> by David Catrow <i>Shhh! We're Writing the Constitution</i> by Jean Fritz <i>A More Perfect Union: The Story of Our Constitution</i> by Betsy Maestro & Giulio Maestro <i>Our Government: The Three Branches</i> by Shelly Buchanan <i>Shh! We're Writing the Constitution</i> by Jean Fritz <i>A Kid's Guide to the Bill of Rights</i> by Kathleen Krull
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	In small groups, students create a short news report (could be a skit, poster presentation, or digital presentation) showcasing a specific instance where one or more national government branches impacted Alaska. Create a Brace Map of pieces of different excerpts or simplified versions of important national documents. Take apart key components or famous phrases, and include brief explanations or visual symbols. Create a Multi-Flow map of important documents. The document would be in the middle, students brainstorm causes why it was written and the effects of its creation. We the People congressional hearings simulation (https://civiced.org/we-the-people/hearings) Students will work in teams using a Mix-N-Match Kagan structure to connect key terms, functions, and roles with the appropriate branch of government (Legislative, Executive, Judicial). Cards will have definitions, scenarios, and images related to each branch.	
History Standard(s): <i>SS.5.1.21.1 Summarize the perspectives of multiple individuals and/or groups when considering one or more major events in early U.S. history.</i> <i>SS.5.1.22.1 Comparing and contrasting a variety of primary and secondary</i>	Content Objectives: Students will summarize the differing perspectives of at least two individuals or groups regarding a major event in early U.S. history and identify reasons why they held different viewpoints on the same historical event. Students will compare and contrast	Resources: "Liberty's Kids" Literacy Connections: <i>If You Lived in Colonial Times</i> by Ann McGovern

<i>sources, analyze significant historical events in the United States.</i> <i>SS.5.1.23.1 Create and use a chronological sequence of related events to compare developments that happened at the same time in early U.S. history.</i> <i>SS.5.1.24.1 Analyze and explain probable causes and effects of events and developments in early American history.</i> <i>SS.5.2.21.1 Analyze connections among historical context and people's perspectives in the American colonies.</i> <i>SS.5.2.22.1 Gather and compare information provided by different historical sources about early American history.</i> <i>SS.5.2.23.1 Analyze life in early American time periods as it compares to life today.</i> <i>SS.5.2.24.1 Use evidence from multiple sources to develop a claim about how individuals and groups shaped early American history.</i> <i>SS.5.3.21.1 Compare how people's perspectives shaped the historical sources they created, including the foundational documents of the United States.</i>	information presented in primary and secondary sources about a significant historical event in the United States, then analyze that event using information from both types of sources. Students will create a chronological sequence of related events from early U.S. history and use that sequence to compare developments that occurred concurrently. Students will analyze a significant event or development in early American history to identify its probable causes and explain its probable effects. Students will analyze how the historical context, including the time period, social norms, and prevailing beliefs, influenced people's perspectives in the American colonies and explain connections between specific historical circumstances and the viewpoints expressed by individuals or groups. Students will gather information from different historical sources about a topic in early American history and compare the information provided by these sources, noting similarities and differences. Students will analyze aspects of daily life, such as housing, transportation, communication, education, and work, in an early American time period and compare and contrast these aspects with life today. Students will gather relevant evidence from different historical sources about how individuals or groups influenced early American history and develop a clear claim	
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SS.5.3.22.1 <i>Formulate questions about multiple historical sources and their relationships to particular historical events and developments in U.S. history.</i> SS.5.3.23.1 <i>Generate questions about individuals and groups who shaped significant historical changes and continuities in early American history.</i> SS.5.3.24.1 <i>Summarize the central claim in a secondary work of early American history.</i> SS.5.4.22.1 <i>Using an early American historical source, infer the audience and purpose of the document.</i> SS.5.5.22.1 <u>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 historical topic.</u> SS.3-5.2.1 <i>Determine whether a source is primarily fact or opinion.</i> SS.3-5.2.2 <i>Determine whether a source is primary or secondary.</i> SS.3-5.2.3 <i>Gather relevant information from multiple credible</i>	about their impact, supported by evidence from multiple sources. Students will compare how the perspectives of individuals influenced the content and purpose of different historical sources from early U.S. history and explain how the perspectives of their authors shaped the foundational documents of the United States, such as the Declaration of Independence and the U.S. Constitution. Students will formulate questions about the content or context of multiple historical sources related to a U.S. historical event or development and identify the relationships between historical sources and the particular historical events or developments they address. Students will generate questions about specific individuals or groups who contributed to significant historical changes in early American history and about those who contributed to historical continuities (things that stayed the same or evolved slowly). Students will identify the central claim or main argument presented in a secondary historical work, such as a textbook chapter or article, about early American history and summarize that central claim in their own words. Students will infer the intended audience and the primary purpose of an early American historical source. Students will identify key contextual information about a historical source,	
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<i>sources to address compelling questions or research.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.4.3 Critique the motives behind different perspectives.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i> <i>SS.3-5.1.4 Explain how supporting questions help answer compelling questions.</i> <i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i>	including its maker, date, place of origin, intended audience, and purpose, analyze primary and secondary historical sources by using this contextual information to understand them, and evaluate the reliability and relevance of each source for studying specific historical events or periods based on the identified information. Suggested Activities: Students create a Flow Map to sequence a historical event, adding speech bubbles to depict the diverse perspectives of individuals or groups involved (e.g., Boston Tea Party from a Son of Liberty, British merchant, and indigenous person's view). Students physically arrange themselves to create a Human Timeline of early U.S. events. They then Turn and Talk about contemporary events and use a Double Bubble Map to compare and contrast their event with a contemporary one from a different domain. Students work in pairs to research a significant early American historical event (e.g., the Boston Tea Party, the American Revolution). Using a Multi-Flow Map as a planning tool, they identify and categorize the causes and effects. They then create an accordion book with flaps, dedicating one section to causes and another to effects, labeling each with specific details and illustrations. During the process, they use RallyCoach to explain their thinking to their partner, and frequent Turn and Talks allow for peer feedback and discussion. Students are assigned colonial perspectives	
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	(e.g., Loyalist, Patriot) for a historical dilemma. They Turn and Talk to brainstorm arguments, then develop and present their viewpoints in a structured debate, highlighting how historical context influences their perspective. Pairs create a Double Bubble Map to compare and contrast a specific aspect of early American life with life today, sharing similarities and surprising differences in a Turn and Talk. Students research an early American job, then use RallyRobin to share facts. They Think-Pair-Share to reflect on how these jobs have evolved or been replaced by modern professions. Students Turn and Talk about how they would handle various "If I lived in early America..." scenarios (e.g., "If you needed new shoes," "If you wanted to send a message to a friend," "If you got sick"), contrasting with how they would handle the same situation today. Students work in pairs to compare two primary source excerpts related to a foundational document (e.g., excerpts from a Loyalist's letter and a Patriot's pamphlet about the Declaration of Independence). Each pair uses a Double Bubble Map to visually represent similarities and differences in the authors' perspectives, supporting details, and how their viewpoints influenced their writing. After completing their maps, partners Turn and Talk to discuss their findings, then share with another pair or the whole class.	
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	Small groups create a Circle Map with a historical change in the center (e.g., the American Revolution, westward expansion), brainstorming individuals/groups who were causes or affected by it. They then Turn and Talk to generate "What if...?" or "How did...?" questions.	
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3rd Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Geography and Human-Environment Interaction-Where We Live – Landscapes, Resources, and Human Impact**

<i>*See back of appendix for additional suggested activities, materials, and resources.</i>		
Geography Standard(s): <i>SS.5.1.16.1 Analyze how culture influences the way people modified and adapted to their environments in the early American colonies.</i> <i>SS.5.1.17.1 Explain why environmental characteristics vary among different regions in the United States.</i> <i>SS.5.1.18.1 Create various types of maps and other graphic representations of each U.S. region.</i> <i>SS.5.1.19.1 Explain how cultural and environmental characteristics affected the distribution and movement of people,</i>	Content Objectives: Students will analyze how the cultural beliefs and practices of various groups in the early American colonies, such as European settlers and Native Americans, influenced their methods of modifying the environment, including farming techniques and resource use, and how these cultural characteristics also influenced their adaptations to the diverse environments, affecting housing, clothing, and food production. Students will explain why the climate, landforms, and natural resources differ significantly across various regions of the United States and identify the diverse environmental characteristics present in those different regions. Students will create different types of maps, such as political, physical, and thematic, of various U.S. regions and develop other graphic representations, including charts, graphs, and diagrams, to display information about each U.S. region.	Notes: New Year's Day Review Class and School Expectations Martin Luther King Jr.'s Birthday 100th Day of School Black History Month Groundhog Day Valentine's Day Elizabeth Peratrovich Day Yukon Quest Iditarod President's Day Leap Year

<i>goods, and ideas in the early American colonies.</i> <i>SS.5.2.16.1 Analyze how the cultural and environmental characteristics of the early American colonies changed over time.</i> <i>SS.5.2.17.1 Explain how the spatial patterns of economic activities in the United States change over time because of interactions within the United States and between the United States and other countries.</i> <i>SS.5.2.18.1 Use maps, satellite images, photographs, and other representations to analyze relationships between the locations of places and regions in the United States and their environmental characteristics.</i> <i>SS.5.2.19.1 Explain how human settlements and movements related to the locations and use of various natural resources in the early American colonies.</i> <i>SS.5.3.17.1 Explain how natural and human-made catastrophic events in one region of the</i>	Students will explain how cultural characteristics, including religious beliefs, economic practices, and social structures, influenced where people settled and how they moved within the early American colonies, and how environmental characteristics, such as waterways, fertile land, and climate, influenced the distribution and movement of people, goods, and ideas in the early American colonies. Students will analyze how the cultural characteristics, including traditions, social structures, and beliefs, of the early American colonies evolved from their founding through key periods, and how the environmental characteristics, such as land use, natural resources, and the impact of human settlement, changed over time. Students will explain how the location and distribution of economic activities, including agriculture, manufacturing, and services, within the United States have changed over time, and describe how both internal interactions, such as transportation networks and technological advancements, and external interactions with other countries, like trade and globalization, have influenced these changes in spatial patterns. Students will use maps, satellite images, and photographs to identify the locations of specific places and regions in the United States and analyze the relationships between the locations of these places/regions and their environmental characteristics, such as how mountains influence climate or how rivers affect settlement patterns, using various representations.	Read Across America Day International Women's Day Music in Our Schools Month Literacy Connections: <i>A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840</i> by Barbara Greenwood <i>Explore the Wild West!</i> by Anita Yasuda <i>Reasons for Westward Expansion</i> <i>The Celestials' Railroad</i> by Bruce Watson
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<i>United States affect people living in other regions.</i> <i>SS.5.3.18.1 Use maps of different scales to examine the locations of cultural and environmental characteristics in the early American colonies.</i> <i>SS.5.3.19.1 Analyze the effects of catastrophic environmental and political events on human settlements and migration in the early American colonies.</i> <i>SS.5.3.16.1 Examine how environmental and cultural characteristics influenced population distribution in the early American colonies.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address</i>	Students will explain how the establishment of human settlements in the early American colonies was related to the presence and use of natural resources, including timber, fish, furs, and arable land, and how the movement of people within and between early American colonies was influenced by the desire to access or utilize various natural resources. Students will explain how a natural catastrophic event, such as a hurricane, earthquake, or wildfire, or a human-made catastrophic event, like an oil spill, industrial accident, or widespread infrastructure failure, in one U.S. region can impact people and resources in other U.S. regions. Students will use maps of varying scales to identify the locations of different groups of people and their cultural characteristics, as well as the locations of natural surroundings and significant environmental characteristics, in the early American colonies, explain how the environment shaped were communities formed and how people lived, and examine how the locations of these cultural and environmental characteristics are depicted differently across maps of various scales. Students will analyze how both catastrophic environmental events, such as severe weather, disease outbreaks, or resource depletion, and catastrophic political events, including conflicts with Native Americans, inter-colonial disputes, or major shifts in British policy, impacted human settlements and patterns of migration in the early American colonies. Students will examine how both environmental characteristics, such as the availability of fertile	
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<i>compelling questions or research.</i> <i>SS.3-5.3.2 Develop claims in response to compelling questions and identify specific evidence that supports the claims.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.2.1 Determine whether a source is primarily fact or opinion.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i>	land, access to water, climate, and natural resources, and cultural characteristics, including economic activities, social structures, religious freedom, and relationships with Native Americans, influenced where and how populations were distributed in the early American colonies. Suggested Activities: Divide the class into "expert groups," each assigned a specific U.S. region (e.g., Northeast, Southwest, Pacific Northwest, Midwest, Southeast). Each group researches their region's unique environmental characteristics (climate, landforms, vegetation, water sources). They'll use a Brace Map to organize their findings, showing the region as the whole and its various environmental components as the parts. After becoming experts, students "jigsaw" into new mixed groups, with one expert from each region. Each expert then teaches their region's characteristics to their new group. Pairs research a specific U.S. region, using a Circle Map to organize information on geography, climate, and landmarks. They then create a specialized map of their region and use a Think-Pair-Share to discuss their map creations and learning with another pair. Small groups create a Flow Map to illustrate the movement of specific groups (e.g., Puritans, enslaved Africans) to and within early American colonies. The map highlights the cultural/environmental causes of migration and the effects of their settlement. Groups then Think-Pair-Share their maps with others, identifying similarities and differences in migration patterns.	
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	Students will work in teams, each team receives a set of cards, with each card listing either a good (e.g., tobacco, furs, rum, timber) or an idea (e.g., religious freedom, self-government, new farming techniques). They also receive cards with various cultural or environmental characteristics (e.g., fertile land, cold climate, diverse population, coastal access). Teams will work collaboratively to sort the goods and ideas according to the characteristics they believe most influenced their distribution and movement. Students create "character profiles" for specific early American colonies or groups (e.g., Puritan, Quaker, Jamestown settler, Native American tribe), focusing on cultural aspects and environmental interactions. These profiles are posted, and students rotate, using a Bubble Map to brainstorm descriptive words for cultural and environmental characteristics. A Think-Pair-Share follows each rotation to discuss observations and connections. Analyzing how different colonial groups adapted and changed over time based on their environment and evolving cultures. In Think-Pair-Share groups, students act as "detectives" using various types of maps (physical, topographic, climate) and satellite images of a specific U.S. state or region. They use a Bubble Map to describe observed environmental characteristics and then Turn and Talk about how these features influence human activities like city location or farming. Imagining they are early colonists, students choose a natural resource and create a Flow Map detailing their journey, settlement location, and how they would use that resource. They then share their "story" with a	
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	partner or small group. In pairs, students use a Double Bubble Map to compare "before and after" U.S. maps related to a catastrophic event (e.g., Dust Bowl), focusing on how changes in one region created impacts in others. A Turn and Talk follows to discuss indirect impacts. Students work in small groups as "colonial town planners." Each group is assigned a specific environmental characteristic (e.g., "located on a wide, navigable river," "dense forests and rocky coastline," "vast, fertile plains"). Their task is to design an ideal early American settlement around this characteristic, considering how it would attract or deter different types of settlers and thus influence population distribution. They must also incorporate cultural elements (e.g., "our town will be founded on religious freedom," "our town will be a trading hub," "our town will focus on large-scale agriculture"). Groups will create a Collaborative Poster showcasing their town design, highlighting the environmental features and cultural values, and explicitly explaining how these elements would impact who would settle there and why (i.e., the population distribution). Each group will also create a Circle Map around the name of their fictional town, brainstorming all the environmental and cultural characteristics that define it and influence its potential population. Groups will then present their posters and Circle Maps, explaining their rationale.	
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4th Quarter

Theme: **Foundations and History of the U.S.**

Unit: **Economics & Global Connections-Resources, Choices, and Interdependence**

**See back of appendix for additional suggested activities, materials, and resources.*

Economics Standard(s):	Content Objectives:	Notes:
SS.5.1.11.1 <i>Compare and contrast past and current examples of human capital, physical capital, and natural resources and how they were/are used to produce goods and services.</i> SS.5.1.12.1 <i>Analyze the benefits and costs of personal choices that any person in U.S. history may have considered in order to meet their needs and wants.</i> SS.5.1.13.1 <i>Explain what interest rates are and how they work.</i> SS.5.1.14.1 <i>Explain how trade leads to increasing economic interdependence among countries.</i> SS.5.1.15.1 <i>Examine economic systems that have impacted Alaskans throughout the state's history.</i> SS.5.2.11.1 <i>Summarize multiple reasons why individuals and businesses throughout U.S. history have</i>	Students will identify examples of human capital, physical capital, and natural resources from both historical and current contexts, then compare and contrast how these resources were used in the past versus how they are used today to produce goods and services. Students will analyze the potential benefits and costs, including trade-offs and consequences, of personal choices made by historical figures in the U.S. to meet their needs and wants. Students will define what an interest rate is and explain how interest rates function in relation to borrowing and saving money. Students will define economic interdependence and explain how international trade, the exchange of goods and services between countries, contributes to increasing economic interdependence among nations. Students will identify and describe different economic systems that have played a significant role in Alaska's history, such as traditional/subsistence, market, command elements, traditional bartering, the fur trade, and the oil industry, and examine how these economic systems have impacted the lives and livelihoods of Alaskans at different points in the state's history. Students will summarize multiple reasons why	Traditional Chiefs Week St. Patrick's Day First Day of Spring Spring Break April Fool's Day Month of the Military Child School Library Month Earth Day May Day Mother's Day Memorial Day

<i>specialized or traded.</i> <i>SS.5.2.12.1 Identify positive and negative incentives that influence the decisions people make.</i> <i>SS.5.2.13.1 Investigate ways that inflation, deflation, and unemployment have impacted the U.S. economy over time.</i> <i>SS.5.2.14.1 Explain the effects of increasing economic interdependence on different groups within participating nations.</i> <i>SS.5.3.11.1 Examine the differences between the current exchange system and the exchange system in place within the American colonies.</i> <i>SS.5.3.13.1 Compare the British taxation policies in Colonial America to the current taxation practices in the United States.</i> <i>SS.5.4.11.1 Explain the relationship between investment in human capital, productivity, and future incomes using examples from throughout U.S. history.</i> <i>SS.5.4.13.1 Describe ways that past and present peoples of the</i>	individuals have specialized in specific tasks and why businesses have engaged in trade throughout U.S. history. Students will identify incentives and negative incentives that can influence people's decisions and explain how these incentives can impact choices. Students will define inflation, deflation, and unemployment, and investigate and describe at least one way each of these has impacted the U.S. economy at different points in history. Students will explain both the positive and negative effects of increasing economic interdependence on different groups within participating nations, such as consumers, producers, and specific industries. Students will examine and describe the key characteristics of the current exchange system and the exchange system in place during the American colonial period, and identify and explain at least two significant differences between these two systems. Students will describe key British taxation policies implemented in Colonial America and current taxation practices in the United States, then compare and contrast them, noting similarities and differences. Students will explain the concept of investment in human capital, describe the relationship between investment in human capital and increased productivity, and connect increased productivity to higher future incomes, using examples from U.S. history. Students will describe ways that people in the	
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<i>United States have utilized improved capital goods and human capital to increase productivity.</i> <i>SS.5.5.11.1 Explain how profits influenced sellers in early American markets.</i> <i>SS.5.6.11.1 Identify examples of external benefits and costs.</i> <i>SS.5.7.11.1 Describe the role of other financial institutions in an economy.</i> <i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.2.3 Gather relevant information from multiple credible sources to address compelling questions or research.</i> <i>SS.3-5.3.1 Cite evidence that supports a response to supporting or compelling questions.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i>	past utilized improved capital goods, such as tools and machinery, to increase productivity, and ways that people in the present utilize improved capital goods and human capital, including skills and knowledge, to increase productivity. Students will define what profit means in an economic context and explain how the desire for profits motivated sellers and influenced their decisions in early American markets. Students will identify examples of external benefits, which are positive effects on third parties not directly involved in a transaction, and external costs, which are negative effects on third parties not directly involved in a transaction. Students will describe the general role of financial institutions, such as banks and credit unions, in an economy, and identify and explain the function of other financial institutions beyond just banks. Suggested Activities: Students create a Flow Map to illustrate production steps in various historical eras or a Multi-Flow Map to analyze the cause-and-effect relationship between technological advancements and resource use. Discussions (e.g., "What was harder/easier in the past?") accompany the mapping. To synthesize learning, students create a Bridge Map showing analogous relationships between historical and modern resources used to produce a good (e.g., "A hand loom is to a colonial tailor AS a sewing machine is to a modern clothing factory worker").	
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<i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.4.1 Clearly communicate opinions and the underlying facts supporting them.</i> <i>SS.3-5.4.3 Critique the motives behind different perspectives</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i>	Pairs use RallyCoach to analyze loan offers with varying interest rates. They create a Multi-Flow Map showing the cause (interest rate) and effects (total cost, payments) and Turn and Talk to discuss the best offer, considering principal and interest. Students are divided into "countries" with limited resources. They use a Flow Map to plan production and exports, then engage in negotiations and trades to acquire needed resources, demonstrating interdependence and specialization. Students receive cards with Alaskan economic periods (e.g., fur trade, Gold Rush) and arrange themselves in a Human Timeline. They then Think-Pair-Share about their assigned period's impact on Alaskans. Students act out scenarios representing inflation (e.g., "a gallon of milk costs \$10"), deflation (e.g., "house prices drop dramatically"), or unemployment (e.g., "many people lost their jobs"). After each charade, the class uses Stand-Up, Hand-Up, Pair-Up to Turn and Talk about the economic concept portrayed and its potential effects on people. Students examine "Made In..." labels on items and Mix-N-Match to find partners with items from the same country. They Turn and Talk about reasons for production location. As a class, they create a Tree Map illustrating global product origins and economic interdependence. Students create a Double Bubble Map to compare and contrast the "Current Exchange System" with the "Colonial Exchange System," focusing on their differences after individual	
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	work and a Pair-Share. In small teams, students create a Tree Map for "Human Capital," brainstorming examples from U.S. history and present day under branches like "Education," "Training," and "Experience." They then Think-Pair-Share on how human capital boosts productivity in specific historical industries.	
Geography Standard(s): <i>SS.5.1.20.1 Analyze how Alaska has been a strategic position for the United States.</i> <i>SS.3-5.1.2 Categorize questions according to the social studies disciplines.</i> <i>SS.3-5.3.3 Develop claims in response to compelling questions and identify evidence that draws information from multiple perspectives and sources in response to a compelling question.</i> <i>SS.3-5.4.4 Present opinions and explanations using a variety of print, oral, and digital technologies.</i>	Content Objectives: Students will analyze ways Alaska's geographic location has provided strategic advantages for the United States throughout history and explain how Alaska's resources or geopolitical position have contributed to its strategic importance for the United States. Suggested Activities: Students are assigned roles as various stakeholders interested in Alaska's future strategic position (e.g., military general, oil executive, climate scientist). Each group uses a Circle Map to brainstorm "Alaska's Strategic Future" from their character's viewpoint. They then perform a short role-play illustrating their character's perspective on Alaska's ongoing strategic importance. After each role-play, the class engages in a Think-Pair-Share to discuss the highlighted aspects of Alaska's strategy.	Statewide Assessments

History Standard(s): <i>SS.5.1.25.1 Explore inequality throughout the history of Alaska and its connection to current issues.</i> <i>SS.3-5.1.1 Construct compelling questions and explain the importance of the questions to self and others.</i> <i>SS.3-5.1.3 Create supporting questions to help answer compelling questions.</i> <i>SS.3-5.5.1 Show evidence of taking individual or group action to address one or more local, regional, or global problems or issues.</i>	Content Objectives: Students will explore various forms of inequality (like those based on race, gender, or access to resources) throughout Alaska's history, and analyze their lasting impact on current Alaskan society.	
	Suggested Activities: Students rotate through stations featuring primary source excerpts or images representing different historical Alaskan groups and instances of inequality (e.g., Indigenous Alaskans, Russian settlers, Gold Rush prospectors, early American residents). They Turn and Talk with a partner at each station to observe and infer about the inequality presented. Afterward, in small groups, they use a Circle Map to brainstorm the meaning of "inequality," surrounding the term with examples and characteristics from their observations. After learning about specific historical events or policies in Alaska that led to inequality (e.g., land displacement, unfair labor practices, limited access to resources), students work in pairs using the RallyCoach structure. They collaboratively create a Multi-Flow Map for a chosen event, illustrating the causes of the inequality on the left and its immediate and long-term effects on the right. They switch roles for a second event. Students are introduced to a current social issue in Alaska (e.g., housing disparities, educational access). Individually, they consider how this issue connects to historical inequalities. They then use a Double Bubble Map to compare and contrast a historical instance of inequality with the current issue,	

	identifying similarities and differences in their causes, impacts, and affected groups. Following this, they participate in a Timed Pair Share to share their insights and connections from their maps with a partner.	
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