



Oregon Social Science 2024

Grade 5 Standards

TCI Program Name: Social Studies Alive! America's Past

Domain	Grade 5 Standards [Focus: Colonial and Early US History to 1800]
Concept	Essential Disciplinary Practices
Standard I. Develop questions for social science inquiry.	<u>Social Studies Alive! America's Past – Third Edition</u> Reading – Explore – Art, Music, and Literature in Colonial America Life in Colonial Williamsburg Reading – Explore – Military Organizations from Revolutionary Times The American Revolution Reading – Explore – Ohio History on a Timeline The Declaration of Independence Student Text – Explore – Native Americans and Colonists in the American Revolution The American Revolution Student Text – Introduction Routes of Exploration to the Americas Student Text – Introduction How and Why Europeans Came to the Americas Student Text – Section 1 – Christopher Columbus Routes of Exploration to the Americas Student Text – Section 1 – Ocean Crossing How and Why Europeans Came to the Americas Student Text – Section 2 – Directions How and Why Europeans Came to the Americas Student Text – Section 2 – John Cabot Routes of Exploration to the Americas Student Text – Section 3 – Juan Ponce de León Routes of Exploration to the Americas Student Text – Section 3 – Maps How and Why Europeans Came to the Americas Student Text – Section 4 – Claimed Lands How and Why Europeans Came to the Americas Student Text – Section 4 – Hernán Cortés Routes of Exploration to the Americas

	<p>Student Text – Section 5 – Jacques Cartier Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Religious Beliefs How and Why Europeans Came to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Wealth How and Why Europeans Came to the Americas</p> <p>Student Text – Section 7 – Henry Hudson Routes of Exploration to the Americas</p> <p>Student Text – Section 7 – New Foods How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Cash Crops How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle Routes of Exploration to the Americas</p> <p>Student Text – Summary Routes of Exploration to the Americas</p> <p>Student Text – Summary How and Why Europeans Came to the Americas</p>
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<p>Standard II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Student Text – Section 1 – Christopher Columbus Routes of Exploration to the Americas</p> <p>Student Text – Section 2 – John Cabot Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Juan Ponce de León Routes of Exploration to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – The Continental Army Gains Allies The American Revolution</p> <p>Student Text – Section 7 – Henry Hudson Routes of Exploration to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle Routes of Exploration to the Americas</p>
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Standard III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Reading – Explore – Art, Music, and Literature in Colonial America Life in Colonial Williamsburg</p> <p>Reading – Explore – Military Organizations from Revolutionary Times The American Revolution</p> <p>Reading – Explore – Ohio History on a Timeline The Declaration of Independence</p> <p>Student Text – Explore – Native Americans and Colonists in the American Revolution The American Revolution</p> <p>Student Text – Introduction Routes of Exploration to the Americas</p> <p>Student Text – Introduction How and Why Europeans Came to the Americas</p> <p>Student Text – Section 1 – Christopher Columbus Routes of Exploration to the Americas</p> <p>Student Text – Section 1 – Ocean Crossing How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – Directions How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – John Cabot Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Juan Ponce de León Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Maps How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Claimed Lands How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Religious Beliefs How and Why Europeans Came to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Wealth How and Why Europeans Came to the Americas</p> <p>Student Text – Section 7 – Henry Hudson Routes of Exploration to the Americas</p> <p>Student Text – Section 7 – New Foods How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Cash Crops</p>
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	<p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>How and Why Europeans Came to the Americas</p>
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<p>Standard IV.</p> <p>Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Reading – Explore – Art, Music, and Literature in Colonial America</p> <p>Life in Colonial Williamsburg</p> <p>Reading – Explore – Military Organizations from Revolutionary Times</p> <p>The American Revolution</p> <p>Reading – Explore – Ohio History on a Timeline</p> <p>The Declaration of Independence</p> <p>Student Text – Explore – Native Americans and Colonists in the American Revolution</p> <p>The American Revolution</p> <p>Student Text – Introduction</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Introduction</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 1 – Christopher Columbus</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 1 – Ocean Crossing</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – Directions</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – John Cabot</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Juan Ponce de León</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Maps</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Claimed Lands</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Religious Beliefs</p>
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	<p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Wealth</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 7 – Henry Hudson</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 7 – New Foods</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Cash Crops</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>How and Why Europeans Came to the Americas</p>
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<p>Standard V.</p> <p>Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Armistead Lafayette, James (1748–1830)</p> <p>Biographies</p> <p>Classroom Activity – Slideshow</p> <p>Comparing the Colonies</p> <p>Classroom Activity – Slideshow</p> <p>Slavery in the Americas</p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p> <p>Colonies in the Western Hemisphere: Part 4: The Sugar Industry</p> <p>Economics Library</p> <p>Reading – Explore – African Influence in North America, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – Labor in Virginia, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – What Happened in Jamestown? A Fictional Interview with True Facts</p> <p>Early English Settlements</p> <p>Reading – Primary Source – The Interesting Narrative of the Life of Olaudah Equiano</p> <p>Slavery in the Americas</p> <p>Student Text – Explore – Who Are "We the People"?</p>
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	<p>The Constitution</p> <p>Student Text – Introduction</p> <p>Slavery in the Americas</p> <p>Student Text – Section 6 – Slavery and the Colonies</p> <p>Slavery in the Americas</p> <p>Student Text – Section 6 – Slavery: The Living Quarters for Enslaved People</p> <p>Life in Colonial Williamsburg</p> <p>Student Text – Section 7 – Life as an Enslaved Person</p> <p>Slavery in the Americas</p> <p>Student Text – Summary</p> <p>Slavery in the Americas</p> <p>Unit Project – Social Studies Stories – How Enslaved Africans Kept Hope Alive</p> <p>Colonial Times</p> <p>Unit Project – Social Studies Stories – Working in the Colonies</p> <p>Colonial Times</p> <p>Unit Project – Unit Inquiry Project: Colonial Times</p> <p>Colonial Times</p>
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<p>Standard VI.</p> <p>Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Reading – Explore – Art, Music, and Literature in Colonial America</p> <p>Life in Colonial Williamsburg</p> <p>Reading – Explore – Military Organizations from Revolutionary Times</p> <p>The American Revolution</p> <p>Reading – Explore – Ohio History on a Timeline</p> <p>The Declaration of Independence</p> <p>Student Text – Explore – Native Americans and Colonists in the American Revolution</p> <p>The American Revolution</p> <p>Student Text – Introduction</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Introduction</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 1 – Christopher Columbus</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 1 – Ocean Crossing</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – Directions</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – John Cabot</p>
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	<p>Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Juan Ponce de León</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Maps</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Claimed Lands</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Religious Beliefs</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Wealth</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 7 – Henry Hudson</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 7 – New Foods</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Cash Crops</p> <p>How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>How and Why Europeans Came to the Americas</p>
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<p>Standard VII.</p> <p>Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Citizenship Toolkit: Engaging in Civil Dialogue</p> <p>Civics Library</p> <p>Reading – Primary Source – Waves of Immigrants to a New Country</p> <p>The Diverse Peoples of the West</p> <p>Student Text – Explore – Immigration Then and Now</p> <p>The Modern United States</p>
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<p>Standard VIII.</p> <p>Demonstrate empathy to understand how</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Citizenship Toolkit: Organizing a BUYcott</p> <p>Civics Library</p>
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<p>identities shape actions of resistance and resilience among individuals and communities.</p>	<p>Citizenship Toolkit: Organizing a Public Demonstration Civics Library</p> <p>Citizenship Toolkit: Researching a Public Issue Civics Library</p> <p>King Jr., Martin Luther (1929–1968) Biographies</p> <p>Parks, Rosa (1913–2005) Biographies</p> <p>Reading – Explore – The Great Irish Famine and Emigration (1845–1850) The Diverse Peoples of the West</p> <p>Reading – Primary Source – Patrick Henry’s “Give Me Liberty or Give Me Death” (1775) To Declare Independence or Not</p> <p>Reading – Profiles in History – César Chávez: Working for Change The Modern United States</p> <p>Student Text – Section 3 – Participation Our Role in Government</p> <p>Student Text – Section 4 – Florida Acquisition (1819) Manifest Destiny and Settling the West</p> <p>Student Text – Section 7 – Crispus Attucks: Patriot Hero To Declare Independence or Not</p> <p>Student Text – Section 7 – The Civil Rights Movement The Modern United States</p> <p>Student Text – Section 8 – The Impact of Manifest Destiny Manifest Destiny and Settling the West</p> <p>Student Text – Section 8 – Mercy Otis Warren: Patriot with a Pen To Declare Independence or Not</p> <p>Student Text – Section 9 – Samuel Adams: Dedicated Patriot To Declare Independence or Not</p>
<p>Standard IX.</p> <p>Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.</p>	<p><u>Social Studies Alive! America’s Past – Third Edition</u></p> <p>Citizenship Toolkit: Analyzing News Media Civics Library</p> <p>Current Events Toolkit: Recognizing Bias Civics Library</p> <p>Reading – Explore – Library and Information Literacy Skills Geography of the United States</p>

<p>Standard X.</p> <p>Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Being a Good Citizen Civics Library</p> <p>Citizenship Toolkit: Attending a Public Meeting Civics Library</p> <p>Citizenship Toolkit: Conducting an Effective Meeting Civics Library</p> <p>Citizenship Toolkit: Contacting and Interviewing Experts Civics Library</p> <p>Citizenship Toolkit: Creating and Conducting an Opinion Survey Civics Library</p> <p>Citizenship Toolkit: Engaging in Civil Dialogue Civics Library</p> <p>Citizenship Toolkit: Evaluating Candidates for Public Office Civics Library</p> <p>Citizenship Toolkit: Lobbying on an Issue Civics Library</p> <p>Citizenship Toolkit: Organizing a BUYcott Civics Library</p> <p>Citizenship Toolkit: Organizing a Fundraiser Civics Library</p> <p>Citizenship Toolkit: Organizing a Letter-Writing Campaign Civics Library</p> <p>Citizenship Toolkit: Organizing a Public Demonstration Civics Library</p> <p>Citizenship Toolkit: Planning and Hosting a Community Forum or Debate Civics Library</p> <p>Citizenship Toolkit: Registering and Preparing to Vote Civics Library</p> <p>Citizenship Toolkit: Starting a Civic Organization Civics Library</p> <p>Citizenship Toolkit: Volunteering in a Political Campaign Civics Library</p> <p>Citizenship Toolkit: Writing a Letter to the Editor Civics Library</p> <p>Citizenship Toolkit: Writing a Press Release Civics Library</p> <p>Citizenship Toolkit: Writing and Circulating a Petition Civics Library</p> <p>Citizenship in the Community</p>
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	Civics Library King Jr., Martin Luther (1929–1968) Biographies Leaders Vote for the Community Civics Library Reading – Explore – Our Living Constitution The Bill of Rights Reading – Explore – Public Policy: Why, How, Who? To Declare Independence or Not Reading – Explore – Taking Part in Politics: Colonial Times to Today Comparing the Colonies Reading – Explore – Voting Rights The Constitution Student Text – Introduction Our Role in Government Student Text – Section 2 – Education Our Role in Government Student Text – Section 3 – Participation Our Role in Government Student Text – Summary Our Role in Government Unit Project – Social Studies Stories – How Students Make a Difference Civics and Economics in America Using the Inquiry Process to Solve Problems in Your Community Civics Library What Citizenship Means Civics Library
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Domain	Civics (5.C)
Concept	Political Institutions (C.PI)
Standard 5.C.PI.1. Compare and contrast how the governments of the British monarchy, American colonies, and Indigenous Tribes shaped interactions with one another.	<u>Social Studies Alive! America's Past – Third Edition</u> Adams, Samuel (1722–1803) Biographies Classroom Activity – Slideshow Slavery in the Americas Classroom Activity – Slideshow The Declaration of Independence Classroom Activity – Slideshow Life in Colonial Williamsburg Classroom Activity – Slideshow

Routes of Exploration to the Americas

Classroom Activity – Slideshow

To Declare Independence or Not

Classroom Activity – Slideshow

The Modern United States

Classroom Activity – Slideshow

Tensions Grow Between the Colonies and Great Britain

Classroom Activity – Slideshow

Comparing the Colonies

Classroom Activity – Slideshow

Early English Settlements

Massasoit (about 1580–1660)

Biographies

Reading – Explore – European Colonization of Maryland

Early English Settlements

Reading – Explore – Native American and European Relations in North America

Early English Settlements

Reading – Explore – Taking Part in Politics: Colonial Times to Today

Comparing the Colonies

Reading – Explore – Taxes, Then and Now

Tensions Grow Between the Colonies and Great Britain

Reading – Explore – What Happened in Jamestown? A Fictional Interview with True Facts

Early English Settlements

Reading – Primary Source – Patrick Henry's "Give Me Liberty or Give Me Death" (1775)

To Declare Independence or Not

Reading – Primary Source – Speeches by William Pitt and Edmund Burke

To Declare Independence or Not

Reading – Primary Source – The Stamp Act of 1765

Tensions Grow Between the Colonies and Great Britain

Reading – Primary Source – The Starving Time

Early English Settlements

Student Text – Explore – Contact Between Indigenous and European Cultures

Native American Cultural Regions

Student Text – Explore – Europeans in the Americas

Routes of Exploration to the Americas

Student Text – Explore – Indigenous Economic Activity: A Case Study

Native American Cultural Regions

Student Text – Explore – Native Americans and Europeans—Allies

and Enemies

Tensions Grow Between the Colonies and Great Britain

Student Text – Explore – The Columbian Exchange

How and Why Europeans Came to the Americas

Student Text – Section 1 – Colonial Williamsburg

Life in Colonial Williamsburg

Student Text – Section 1 – The French and Indian War

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 2 – Jamestown Colony

Early English Settlements

Student Text – Section 2 – Massachusetts Bay: New England Colony

Comparing the Colonies

Student Text – Section 2 – The Proclamation of 1763 –

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 3 – Joseph Brant: Native American Loyalist

To Declare Independence or Not

Student Text – Section 3 – The Quartering Act

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 4 – New York: Middle Colony

Comparing the Colonies

Student Text – Section 4 – The Stamp Act

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 5 – Government: The Governor's Palace

Life in Colonial Williamsburg

Student Text – Section 5 – Pennsylvania: Middle Colony

Comparing the Colonies

Student Text – Section 5 – The Boston Massacre

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 6 – Maryland: Southern Colony

Comparing the Colonies

Student Text – Section 6 – Native Americans of the Eastern Woodlands

Native American Cultural Regions

Student Text – Section 6 – The Boston Tea Party

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 7 – Crispus Attucks: Patriot Hero

To Declare Independence or Not

Student Text – Section 7 – Georgia: Southern Colony

Comparing the Colonies

Student Text – Section 7 – The Intolerable Acts

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 9 – Samuel Adams: Dedicated Patriot

To Declare Independence or Not

	<p>Unit Project – Social Studies Stories – King George III and His Colonies The American Revolution</p> <p>Unit Project – Social Studies Stories – King Philip's War: Native Americans and Europeans Clash in New England Colonial Times</p> <p>Unit Project – Social Studies Stories – Patrick Henry, Radical Revolutionary The American Revolution</p> <p>Unit Project – Unit Inquiry Project: America's Geographic Setting America's Geographic Setting</p> <p>Unit Project – Unit Inquiry Project: Colonial Times Colonial Times</p> <p>Unit Project – Unit Inquiry Project: The American Revolution The American Revolution</p>
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<p>Standard 5.C.PI.2. Analyze the significance of the decisions and laws of the newly formed federal and state governments in establishing, expanding, limiting, and denying rights to individuals 1789–1865.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow The Causes of the Civil War</p> <p>Economic Discrimination in History Economics Library</p> <p>Reading – Explore – Ohio's Role in the Anti-Slavery Movement and the Underground Railroad The Causes of the Civil War</p> <p>Reading – Explore – Reforms During the Antebellum Period The Causes of the Civil War</p> <p>Student Text – Explore – Tribal Governments and the United States Manifest Destiny and Settling the West</p> <p>Student Text – Explore – Native Americans, Then and Now The Civil War</p> <p>Student Text – Section 2 – Louisiana Purchase (1803) Manifest Destiny and Settling the West</p> <p>Student Text – Section 2 – The Missouri Compromise The Causes of the Civil War</p> <p>Student Text – Section 4 – The Compromise of 1850 The Causes of the Civil War</p> <p>Student Text – Section 5 – "Bleeding Kansas" The Causes of the Civil War</p> <p>Student Text – Section 8 – The Impact of Manifest Destiny Manifest Destiny and Settling the West</p> <p>Unit Project – Social Studies Stories – Cherokee Trail of Tears Manifest Destiny to Today</p> <p>Unit Project – Unit Inquiry Project: Manifest Destiny to</p>
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Standard 5.C.PI.3. Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	<u>Social Studies Alive! America's Past – Third Edition</u> Reading – Explore – Our Living Constitution The Bill of Rights Reading – Explore – Public Policy: Why, How, Who? To Declare Independence or Not Student Text – Explore – Immigration Then and Now The Modern United States Unit Project – Social Studies Stories – Challenges and Hope for Immigrants Manifest Destiny to Today Unit Project – Unit Inquiry Project: Civics and Economics in America Civics and Economics in America Unit Project – Unit Inquiry Project: Manifest Destiny to Today Manifest Destiny to Today
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Domain	Civics (5.C)
Concept	Identity, Roles, & Responsibilities (C.IR)
Standard 5.C.IR.4. Examine and critique how colonial and new states' governments established, expanded, limited, or denied rights and responsibilities of specific groups and individuals with particular attention to citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, and Tribes.	<u>Social Studies Alive! America's Past – Third Edition</u> Armistead Lafayette, James (1748–1830) Biographies Classroom Activity – Slideshow Early English Settlements Classroom Activity – Slideshow Slavery in the Americas Classroom Activity – Slideshow Comparing the Colonies Classroom Activity – Slideshow Life in Colonial Williamsburg Colonies in the Western Hemisphere: Part 2: The Influence of Geography Economics Library Colonies in the Western Hemisphere: Part 4: The Sugar Industry Economics Library Reading – Explore – African Influence in North America, Then and Now Slavery in the Americas Reading – Explore – Labor in Virginia, Then and Now Slavery in the Americas

Reading – Explore – Taking Part in Politics: Colonial Times to Today

Comparing the Colonies

Reading – Explore – What Happened in Jamestown? A Fictional Interview with True Facts

Early English Settlements

Reading – Primary Source – The Interesting Narrative of the Life of Olaudah Equiano

Slavery in the Americas

Student Text – Explore – Who Are "We the People"?

The Constitution

Student Text – Section 1 – Colonial Williamsburg

Life in Colonial Williamsburg

Student Text – Section 1 – The New England, Middle, and Southern Colonial Regions

Comparing the Colonies

Student Text – Section 2 – Massachusetts Bay: New England Colony

Comparing the Colonies

Student Text – Section 4 – New York: Middle Colony

Comparing the Colonies

Student Text – Section 5 – Government: The Governor's Palace

Life in Colonial Williamsburg

Student Text – Section 5 – Pennsylvania: Middle Colony

Comparing the Colonies

Student Text – Section 6 – Maryland: Southern Colony

Comparing the Colonies

Student Text – Section 6 – Slavery and the Colonies

Slavery in the Americas

Student Text – Section 6 – Slavery: The Living Quarters for Enslaved People

Life in Colonial Williamsburg

Student Text – Section 7 – Georgia: Southern Colony

Comparing the Colonies

Student Text – Section 7 – Life as an Enslaved Person

Slavery in the Americas

Unit Project – Social Studies Stories – How Enslaved Africans Kept Hope Alive

Colonial Times

Unit Project – Social Studies Stories – Working in the Colonies

Colonial Times

Unit Project – Unit Inquiry Project: Colonial Times

Colonial Times

Domain	Civics (5.C)
Concept	Democratic Principles (C.DP)
Standard 5.C.DP.5. Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles.	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>The Constitution</p> <p>Ideas That Unite Us as Americans</p> <p>Civics Library</p> <p>Reading – Explore – Establishing a Limited Government</p> <p>The Constitution</p> <p>Reading – Explore – Showing Patriotism</p> <p>Our Role in Government</p> <p>Reading – Primary Source – Our Constitutions: Foundations of Democracy</p> <p>The Constitution</p> <p>Student Text – Explore – Who Are "We the People"?</p> <p>The Constitution</p> <p>Student Text – Section 2 – A New Government: The Constitutional Convention</p> <p>The Constitution</p> <p>Student Text – Section 3 – Making the Laws: The Legislative Branch</p> <p>The Constitution</p> <p>Student Text – Section 3 – The Constitution and Money</p> <p>Shaping America's Economy</p> <p>Student Text – Section 4 – Carrying Out the Laws: The Executive Branch</p> <p>The Constitution</p> <p>Student Text – Section 5 – Interpreting the Laws: The Judicial Branch</p> <p>The Constitution</p> <p>Unit Project – Unit Inquiry Project: Civics and Economics in America</p> <p>Civics and Economics in America</p>

Domain	Civics (5.C)
Concept	Civic Engagement (C.CE)
Standard 5.C.CE.6. Explain specific protections provided in the Bill of Rights to individuals and the importance of these amendments to the	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Being a Good Citizen</p> <p>Civics Library</p> <p>Classroom Activity – Slideshow</p> <p>The Bill of Rights</p> <p>Ideas That Unite Us as Americans</p> <p>Civics Library</p>

ratification of the U.S. Constitution.	<p>Reading – Explore – Establishing a Limited Government The Constitution</p> <p>Reading – Explore – Federalist and Anti-Federalist Views of Government The Constitution</p> <p>Reading – Explore – Our Living Constitution The Bill of Rights</p> <p>Reading – Primary Source – Our Constitutions: Foundations of Democracy The Constitution</p> <p>Rules and Laws to Protect Consumers Economics Library</p> <p>Student Text – Introduction The Bill of Rights</p> <p>Student Text – Section 1 – The Need for a Bill of Rights The Bill of Rights</p> <p>Student Text – Section 2 – The First Amendment The Bill of Rights</p> <p>Student Text – Section 3 – The Second Amendment The Bill of Rights</p> <p>Student Text – Section 4 – The Fourth Amendment The Bill of Rights</p> <p>Student Text – Section 5 – The Fifth Amendment The Bill of Rights</p> <p>Student Text – Section 6 – The Sixth Amendment The Bill of Rights</p> <p>Student Text – Section 7 – The Eighth Amendment The Bill of Rights</p> <p>Student Text – Section 8 – Other Rights Protected by the Bill of Rights The Bill of Rights</p> <p>Student Text – Summary The Bill of Rights</p> <p>Unit Project – Social Studies Stories – Individual Rights vs. Society's Needs Civics and Economics in America</p> <p>Unit Project – Unit Inquiry Project: Civics and Economics in America Civics and Economics in America</p>
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Domain	Geography (5.G)
Concept	Geographic Reasoning (G.GR)

<p>Standard 5.G.GR.1.</p> <p>Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare the process of constructing, recognizing, and utilizing, boundaries and borders (geographic and/or human-made) in the United States.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>State Facts</p> <p>Civics Library</p> <p>Student Text – Introduction</p> <p>Geography of the United States</p> <p>Student Text – Introduction</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 1 – Native Americans of the Northwest Coast</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 1 – Understanding the Globe</p> <p>Geography of the United States</p> <p>Student Text – Section 2 – Native Americans of the California-Intermountain Region</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 3 – Native Americans of the Southwest</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 3 – Political Geography of the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 4 – Native Americans of the Plateau</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 5 – Native Americans of the Great Plains</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 5 – The Physical Features of the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 6 – Climate in the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 6 – Native Americans of the Eastern Woodlands</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 7 – Native Americans of the Southeast</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 8 – Geography Affects Where People Live</p> <p>Geography of the United States</p> <p>Student Text – Summary</p> <p>Native American Cultural Regions</p> <p>Student Text – Summary</p> <p>Geography of the United States</p>
<p>Standard 5.G.GR.2.</p> <p>Locate states, capital cities, and important geographic features</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>State Facts</p> <p>Civics Library</p> <p>Student Text – Introduction</p>

on a United States map.	<p>Geography of the United States</p> <p>Student Text – Introduction</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 1 – Native Americans of the Northwest Coast</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 1 – Understanding the Globe</p> <p>Geography of the United States</p> <p>Student Text – Section 2 – Native Americans of the California-Intermountain Region</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 3 – Native Americans of the Southwest</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 3 – Political Geography of the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 4 – Native Americans of the Plateau</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 5 – Native Americans of the Great Plains</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 5 – The Physical Features of the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 6 – Climate in the United States</p> <p>Geography of the United States</p> <p>Student Text – Section 6 – Native Americans of the Eastern Woodlands</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 7 – Native Americans of the Southeast</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 8 – Geography Affects Where People Live</p> <p>Geography of the United States</p> <p>Student Text – Summary</p> <p>Native American Cultural Regions</p> <p>Student Text – Summary</p> <p>Geography of the United States</p>
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Standard 5.G.GR.3. Locate and examine significant physical geographic features of the thirteen British colonies that became the United States.	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Comparing the Colonies</p> <p>Classroom Activity – Slideshow</p> <p>Life in Colonial Williamsburg</p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p>
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	<p>Colonies in the Western Hemisphere: Part 3: Scarcity, Specialization, and Trade</p> <p>Economics Library</p> <p>Reading – Explore – Diversity in the Middle Colonies</p> <p>Comparing the Colonies</p> <p>Student Text – Introduction</p> <p>Comparing the Colonies</p> <p>Student Text – Section 1 – Colonial Williamsburg</p> <p>Life in Colonial Williamsburg</p> <p>Student Text – Section 1 – The New England, Middle, and Southern Colonial Regions</p> <p>Comparing the Colonies</p> <p>Student Text – Section 2 – Massachusetts Bay: New England Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Section 3 – Rhode Island: New England Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Section 4 – New York: Middle Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Section 5 – Pennsylvania: Middle Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Section 6 – Maryland: Southern Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Section 7 – Georgia: Southern Colony</p> <p>Comparing the Colonies</p> <p>Student Text – Summary</p> <p>Comparing the Colonies</p> <p>Unit Project – Social Studies Stories – King Philip's War: Native Americans and Europeans Clash in New England</p> <p>Colonial Times</p> <p>Unit Project – Social Studies Stories – Working in the Colonies</p> <p>Colonial Times</p> <p>Unit Project – Unit Inquiry Project: Colonial Times</p> <p>Colonial Times</p>
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Domain	Geography (5.G)
Concept	Migration and Movement (G.MM)
Standard 5.G.MM.4. Identify and analyze the implications and ramifications for Native American Tribes	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Manifest Destiny and Settling the West</p> <p>Classroom Activity – Slideshow</p> <p>The Diverse Peoples of the West</p>

of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.	<p>Economic Discrimination in History Economics Library</p> <p>Student Text – Explore – Tribal Governments and the United States Manifest Destiny and Settling the West</p> <p>Student Text – Explore – Native Americans, Then and Now The Civil War</p> <p>Student Text – Introduction Manifest Destiny and Settling the West</p> <p>Student Text – Section 1 – The West in the Mid-1800s The Diverse Peoples of the West</p> <p>Student Text – Section 2 – Louisiana Purchase (1803) Manifest Destiny and Settling the West</p> <p>Student Text – Section 6 – Acquisition of Oregon Country (1846) Manifest Destiny and Settling the West</p> <p>Student Text – Section 8 – The Impact of Manifest Destiny Manifest Destiny and Settling the West</p> <p>Student Text – Summary Manifest Destiny and Settling the West</p> <p>Unit Project – Social Studies Stories – Cherokee Trail of Tears Manifest Destiny to Today</p> <p>Unit Project – Social Studies Stories – Laura Ingalls Wilder on the Prairie Manifest Destiny to Today</p> <p>Unit Project – Social Studies Stories – Recording Lakota History America's Geographic Setting</p> <p>Unit Project – Social Studies Stories – Where Geography Meets History America's Geographic Setting</p> <p>Unit Project – Unit Inquiry Project: Manifest Destiny to Today_x005F_x005F_x005F_x000D_ Manifest Destiny to Today</p>
Standard 5.G.MM.5. Investigate the causes behind domestic and global migration, distinguishing between voluntary relocation and forced displacement, including scenarios like refugees, individuals	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow Native Americans and Their Land</p> <p>Reading – Explore – Asian Immigration at the Turn of the Century The Diverse Peoples of the West</p> <p>Reading – Explore – The Great Irish Famine and Emigration (1845–1850) The Diverse Peoples of the West</p> <p>Reading – Primary Source – Waves of Immigrants to a New Country The Diverse Peoples of the West</p>

compelled to leave their homeland and those enslaved.	<p>Student Text – Explore – Europeans in the Americas Routes of Exploration to the Americas</p> <p>Student Text – Explore – Immigration Then and Now The Modern United States</p> <p>Student Text – Section 1 – Migration Routes of the First Americans Native Americans and Their Land</p> <p>Student Text – Section 2 – Europe and the Enslavement and Trade of People Slavery in the Americas</p> <p>Student Text – Section 3 – Forty-Niners The Diverse Peoples of the West</p> <p>Student Text – Section 3 – West Africans and the Enslavement and Trade of People Slavery in the Americas</p> <p>Student Text – Section 4 – Chinese Immigrants The Diverse Peoples of the West</p> <p>Student Text – Section 4 – Triangular Trade Slavery in the Americas</p> <p>Student Text – Section 5 – Mormons The Diverse Peoples of the West</p> <p>Student Text – Section 7 – Nez Perce The Diverse Peoples of the West</p> <p>Unit Project – Social Studies Stories – Challenges and Hope for Immigrants Manifest Destiny to Today</p> <p>Unit Project – Social Studies Stories – Cherokee Trail of Tears Manifest Destiny to Today</p>
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Domain	Geography (5.G)
Concept	Human Interaction and Interconnection (G.HI)
Standard 5.G.HI.6. Trace on a map Indigenous Tribes' encounters with Europeans in North America and the Caribbean Islands in the 15th through the 18th centuries.	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Student Text – Explore – Contact Between Indigenous and European Cultures Native American Cultural Regions</p> <p>Student Text – Explore – Europeans in the Americas Routes of Exploration to the Americas</p> <p>Student Text – Explore – The Columbian Exchange How and Why Europeans Came to the Americas</p> <p>Student Text – Primary Source – Who Was the Real Columbus? Routes of Exploration to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés</p>

	<p>Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle</p> <p>Routes of Exploration to the Americas</p>
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<p>Standard 5.G.HI.7.</p> <p>Investigate the effects of exploration, conquest, exploitation, and colonial settlement on Indigenous Tribes in at least two geographic regions.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>How and Why Europeans Came to the Americas</p> <p>Classroom Activity – Slideshow</p> <p>Routes of Exploration to the Americas</p> <p>Reading – Explore – European Colonization of Maryland</p> <p>Early English Settlements</p> <p>Reading – Explore – Native American and European Relations in North America</p> <p>Early English Settlements</p> <p>Student Text – Explore – Europeans in the Americas</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Introduction</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Summary</p> <p>Routes of Exploration to the Americas</p> <p>Unit Project – Social Studies Stories – Who Wins Florida?</p> <p>America's Geographic Setting</p> <p>Unit Project – Unit Inquiry Project: America's Geographic Setting</p> <p>America's Geographic Setting</p>
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Domain	Geography (5.G)
Concept	Human Environmental Interaction (G.HE)
<p>Standard 5.G.HE.8.</p> <p>Describe how physical, human, and political features influence events, movements, and adaptation to the environment.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Geography of the United States</p> <p>Reading – Explore – African Influence in North America, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – How Geography Affects American Populations</p> <p>Geography of the United States</p> <p>Reading – Explore – People and the Environment</p> <p>The Diverse Peoples of the West</p>

Student Text – Explore – How People Modify the Environment

Native Americans and Their Land

Student Text – Explore – Native American Governments

Native American Cultural Regions

Student Text – Section 1 – Native Americans of the Northwest Coast

Native American Cultural Regions

Student Text – Section 1 – The New England, Middle, and Southern Colonial Regions

Comparing the Colonies

Student Text – Section 2 – Massachusetts Bay: New England Colony

Comparing the Colonies

Student Text – Section 2 – Native Americans and the Environment

Native Americans and Their Land

Student Text – Section 2 – Native Americans of the California-Intermountain Region

Native American Cultural Regions

Student Text – Section 3 – Native Alaskans Adapt to the Environment

Native Americans and Their Land

Student Text – Section 3 – Native Americans of the Southwest

Native American Cultural Regions

Student Text – Section 3 – Rhode Island: New England Colony

Comparing the Colonies

Student Text – Section 3 – Political Geography of the United States

Geography of the United States

Student Text – Section 4 – Native Americans of the Plateau

Native American Cultural Regions

Student Text – Section 4 – New York: Middle Colony

Comparing the Colonies

Student Text – Section 4 – Describing Water and Landforms

Geography of the United States

Student Text – Section 5 – Native Americans of the Great Plains

Native American Cultural Regions

Student Text – Section 5 – Pennsylvania: Middle Colony

Comparing the Colonies

Student Text – Section 5 – The Physical Features of the United States

Geography of the United States

Student Text – Section 6 – Maryland: Southern Colony

Comparing the Colonies

Student Text – Section 6 – Native Americans of the Eastern Woodlands

Native American Cultural Regions

Student Text – Section 7 – Georgia: Southern Colony

Comparing the Colonies

	<p>Student Text – Section 7 – Native Americans of the Southeast Native American Cultural Regions</p> <p>Student Text – Section 8 – Geography Affects Where People Live Geography of the United States</p> <p>Student Text – Section 9 – Creating Maps Geography of the United States</p> <p>Unit Project – Social Studies Stories – Where Geography Meets History America's Geographic Setting</p>
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Standard 5.G.HE.9. Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.	<p><u>Social Studies Alive! America's Past – Third Edition</u> Carson, Rachel (1907–1964) Biographies</p> <p>Chu, Steven (1948–) Biographies</p> <p>Molina, Mario J. (1943–2020) Biographies</p> <p>Reading – Explore – People and the Environment The Diverse Peoples of the West</p> <p>Reading – Explore – Technological Changes and Challenges in Modern America The Modern United States</p>
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Domain	Economics (5.E)
Concept	Earning, Saving, and Spending (E.ES)
Standard 5.E.ES.1. Map out a savings and budget plan designed to achieve a future purchase objective.	<p><u>Social Studies Alive! America's Past – Third Edition</u> Economic Decisions: Costs and Benefits Economics Library</p> <p>Financial Literacy Toolkit: Creating a Budget Economics Library</p> <p>Financial Literacy Toolkit: Setting Financial Goals Economics Library</p> <p>Financial Literacy: Budgeting, Investing, and Saving Economics Library</p> <p>Financial Literacy: The Use of Credit Economics Library</p> <p>Reading – Explore – Smart Money Moves: Planning for Your Future Shaping America's Economy</p>

Standard 5.E.ES.2. Estimate income that a youth-operated business can earn.	<u>Social Studies Alive! America's Past – Third Edition</u> Reading – Explore – Smart Money Moves: Planning for Your Future Shaping America's Economy
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Domain	Economics (5.E)
Concept	Micro and Macro Economics (E.MI)
Standard 5.E.MI.3. Explain the relationship between supply and demand.	<u>Social Studies Alive! America's Past – Third Edition</u> Economic Decisions: Costs and Benefits Economics Library Reading – Explore – The Gold Rush: Supply and Demand The Diverse Peoples of the West Scarcity: How It Forces Us to Make Decisions Economics Library Student Text – Section 1 – A Free Market Economy Shaping America's Economy Supply and Demand in the Product, Labor, and Financial Markets Economics Library The Interaction of Supply and Demand Economics Library

Standard 5.E.MI.4. Describe why the government collects taxes and what goods and services it provides society.	<u>Social Studies Alive! America's Past – Third Edition</u> Reading – Explore – Taxes, Then and Now Tensions Grow Between the Colonies and Great Britain Student Text – Section 3 – The Constitution and Money Shaping America's Economy
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Standard 5.E.MI.5. Explain the United States' development from a mercantilist to a market economy.	<u>Social Studies Alive! America's Past – Third Edition</u> Colonies in the Western Hemisphere: Part 1: Mercantilism Economics Library Reading – Explore – Answering the Three Basic Economic Questions in the American Colonies Comparing the Colonies Reading – Explore – The U.S. Free Enterprise Economy Shaping America's Economy Reading – Primary Source – Money and the Revolution The American Revolution Student Text – Section 1 – A Free Market Economy Shaping America's Economy
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	Student Text – Section 2 – Creating a Free Market Economy Shaping America's Economy
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Standard 5.E.MI.6. Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa.	<u>Social Studies Alive! America's Past – Third Edition</u> Classroom Activity – Slideshow Slavery in the Americas Colonies in the Western Hemisphere: Part 4: The Sugar Industry Economics Library Reading – Explore – African Influence in North America, Then and Now Slavery in the Americas Reading – Primary Source – The Interesting Narrative of the Life of Olaudah Equiano Slavery in the Americas Reading – Primary Source – Waves of Immigrants to a New Country The Diverse Peoples of the West Student Text – Introduction Slavery in the Americas Student Text – Section 2 – Europe and the Enslavement and Trade of People Slavery in the Americas Student Text – Section 3 – West Africans and the Enslavement and Trade of People Slavery in the Americas Student Text – Section 4 – Triangular Trade Slavery in the Americas Student Text – Section 5 – Surviving the Middle Passage Slavery in the Americas Student Text – Section 6 – Slavery and the Colonies Slavery in the Americas Student Text – Summary Slavery in the Americas Unit Project – Unit Inquiry Project: Colonial Times Colonial Times
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Domain	Economics (5.E)
Concept	Incentives, Choice, and Consumer Behavior (E.IC)
Standard 5.E.IC.7. Analyze career choices with consideration of necessary	<u>Social Studies Alive! America's Past – Third Edition</u> Financial Literacy Toolkit: Determining a Career Path Economics Library Financial Literacy Toolkit: Identifying Your Job Skills

qualifications, income potential, and time commitment.	<p>Economics Library</p> <p>Financial Literacy: Gaining Knowledge, Skills, and Experience</p> <p>Economics Library</p> <p>Reading – Explore – Labor in Virginia, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – Smart Money Moves: Planning for Your Future</p> <p>Shaping America's Economy</p>
<p>Standard 5.E.IC.8.</p> <p>Analyze how incentives and opportunity costs affect decision-making.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Historical Examples of Scarcity, Choice, Opportunity Cost, Benefits, and Incentives</p> <p>Economics Library</p> <p>Reading – Explore – Making Economic Choices: Opportunity Costs, Benefits, and Incentives</p> <p>Shaping America's Economy</p> <p>Reading – Explore – The U.S. Free Enterprise Economy</p> <p>Shaping America's Economy</p> <p>Student Text – Explore – Exploration and Trade</p> <p>Routes of Exploration to the Americas</p> <p>Unit Project – Social Studies Stories – The Rise of Cotton in the South</p> <p>Civics and Economics in America</p>
<p>Standard 5.E.IC.9.</p> <p>Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Economic Decisions: Costs and Benefits</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Investing Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Saving Your Money</p> <p>Economics Library</p> <p>Financial Literacy Toolkit: Setting Financial Goals</p> <p>Economics Library</p> <p>Financial Literacy: Budgeting, Investing, and Saving</p> <p>Economics Library</p> <p>Reading – Explore – Making Economic Choices: Opportunity Costs, Benefits, and Incentives</p> <p>Shaping America's Economy</p> <p>Reading – Explore – Smart Money Moves: Planning for Your Future</p> <p>Shaping America's Economy</p> <p>Reading – Explore – The Great Depression: Banking</p> <p>The Modern United States</p> <p>The Role of Economic and Financial Institutions</p> <p>Economics Library</p>

Domain	Economics (5.E)
Concept	Specialization, Trade, Interdependence (E.ST)
Standard 5.E.ST.10. Explain why cultures and civilizations choose to specialize in producing selected goods or services.	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Colonies in the Western Hemisphere: Part 3: Scarcity, Specialization, and Trade</p> <p>Economics Library</p> <p>Colonies in the Western Hemisphere: Part 4: The Sugar Industry</p> <p>Economics Library</p> <p>Productive Resources: How Things Get Made</p> <p>Economics Library</p> <p>Reading – Explore – Answering the Three Basic Economic Questions in the American Colonies</p> <p>Comparing the Colonies</p> <p>Reading – Explore – Labor in Virginia, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – Making Economic Choices: Opportunity Costs, Benefits, and Incentives</p> <p>Shaping America's Economy</p> <p>Standard of Living</p> <p>Economics Library</p> <p>Student Text – Explore – Exploration and Trade</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Explore – Native American Governments</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 4 – The Constitution and Trade</p> <p>Shaping America's Economy</p> <p>Trade, Specialization, and Interdependence</p> <p>Economics Library</p> <p>Trade: Imports and Exports</p> <p>Economics Library</p>

Domain	History (5.H)
Concept	Continuity and Change (H.CH)
Standard 5.H.CH.1. Identify the significant role of the enslavement of Indigenous peoples and Africans in the	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Armistead Lafayette, James (1748–1830)</p> <p>Biographies</p> <p>Classroom Activity – Slideshow</p> <p>Slavery in the Americas</p> <p>Classroom Activity – Slideshow</p>

establishment of North American colonies and the United States, the gradual abolition of slavery in the Northern states, and the expansion of slavery into Western states.	<p>Comparing the Colonies</p> <p>Colonies in the Western Hemisphere: Part 2: The Influence of Geography</p> <p>Economics Library</p> <p>Colonies in the Western Hemisphere: Part 4: The Sugar Industry</p> <p>Economics Library</p> <p>Reading – Explore – African Influence in North America, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – Labor in Virginia, Then and Now</p> <p>Slavery in the Americas</p> <p>Reading – Explore – What Happened in Jamestown? A Fictional Interview with True Facts</p> <p>Early English Settlements</p> <p>Reading – Primary Source – The Interesting Narrative of the Life of Olaudah Equiano</p> <p>Slavery in the Americas</p> <p>Reading – Primary Source – Waves of Immigrants to a New Country</p> <p>The Diverse Peoples of the West</p> <p>Student Text – Explore – Who Are "We the People"?</p> <p>The Constitution</p> <p>Student Text – Introduction</p> <p>Slavery in the Americas</p> <p>Student Text – Section 2 – Europe and the Enslavement and Trade of People</p> <p>Slavery in the Americas</p> <p>Student Text – Section 3 – West Africans and the Enslavement and Trade of People</p> <p>Slavery in the Americas</p> <p>Student Text – Section 4 – Triangular Trade</p> <p>Slavery in the Americas</p> <p>Student Text – Section 5 – Surviving the Middle Passage</p> <p>Slavery in the Americas</p> <p>Student Text – Section 6 – Slavery and the Colonies</p> <p>Slavery in the Americas</p> <p>Student Text – Section 6 – Slavery: The Living Quarters for Enslaved People</p> <p>Life in Colonial Williamsburg</p> <p>Student Text – Section 7 – Life as an Enslaved Person</p> <p>Slavery in the Americas</p> <p>Student Text – Summary</p> <p>Slavery in the Americas</p> <p>Unit Project – Social Studies Stories – How Enslaved Africans Kept</p>
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	<p>Hope Alive Colonial Times</p> <p>Unit Project – Social Studies Stories – Working in the Colonies Colonial Times</p> <p>Unit Project – Unit Inquiry Project: Colonial Times Colonial Times</p>
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<p>Standard 5.H.CH.2. Use maps and other sources to trace European exploration, conquest, exploitation, and colonial settlement of North America and the Caribbean Islands in the 15th through 18th centuries, and identify the reasons and effects of the voyages, including on the Indigenous Tribes already living in the region.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow How and Why Europeans Came to the Americas</p> <p>Classroom Activity – Slideshow Routes of Exploration to the Americas</p> <p>Reading – Explore – European Colonization of Maryland Early English Settlements</p> <p>Reading – Explore – Independence Day and Other Holidays Celebrated by Americans The Declaration of Independence</p> <p>Reading – Explore – Native American and European Relations in North America Early English Settlements</p> <p>Student Text – Explore – Europeans in the Americas Routes of Exploration to the Americas</p> <p>Student Text – Explore – Exploration and Trade Routes of Exploration to the Americas</p> <p>Student Text – Introduction Routes of Exploration to the Americas</p> <p>Student Text – Introduction How and Why Europeans Came to the Americas</p> <p>Student Text – Primary Source – Who Was the Real Columbus? Routes of Exploration to the Americas</p> <p>Student Text – Section 1 – Christopher Columbus Routes of Exploration to the Americas</p> <p>Student Text – Section 1 – Ocean Crossing How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – Directions How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – John Cabot Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Juan Ponce de León Routes of Exploration to the Americas</p> <p>Student Text – Section 3 – Maps How and Why Europeans Came to the Americas</p>
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	<p>Student Text – Section 4 – Claimed Lands How and Why Europeans Came to the Americas</p> <p>Student Text – Section 4 – Hernán Cortés Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Jacques Cartier Routes of Exploration to the Americas</p> <p>Student Text – Section 5 – Religious Beliefs How and Why Europeans Came to the Americas</p> <p>Student Text – Section 6 – Francisco Vázquez de Coronado Routes of Exploration to the Americas</p> <p>Student Text – Section 6 – Wealth How and Why Europeans Came to the Americas</p> <p>Student Text – Section 7 – Henry Hudson Routes of Exploration to the Americas</p> <p>Student Text – Section 7 – New Foods How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – The Impact of Manifest Destiny Manifest Destiny and Settling the West</p> <p>Student Text – Section 8 – Cash Crops How and Why Europeans Came to the Americas</p> <p>Student Text – Section 8 – Robert de La Salle Routes of Exploration to the Americas</p> <p>Student Text – Summary How and Why Europeans Came to the Americas</p> <p>Student Text – Summary Routes of Exploration to the Americas</p> <p>Unit Project – Social Studies Stories – Changes in Europe Spur Exploration America's Geographic Setting</p> <p>Unit Project – Social Studies Stories – Who Wins Florida? America's Geographic Setting</p> <p>Unit Project – Unit Inquiry Project: America's Geographic Setting America's Geographic Setting</p>
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Domain	History (5.H)
Concept	Conflict and Cooperation (H.CC)
Standard 5.H.CC.3. Examine how the decisions of those in power affected those with less	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Adams, Abigail (1744–1818) Biographies</p> <p>Addams, Jane (1860–1935) Biographies</p>

<p>political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day.</p>	<p>Anthony, Susan B. (1820–1906) Biographies Being a Good Citizen Throughout the Year Civics Library Chávez, César (1927–1993) Biographies Citizenship Toolkit: Organizing a BUYcott Civics Library Citizenship Toolkit: Organizing a Public Demonstration Civics Library Citizenship Toolkit: Researching a Public Issue Civics Library Classroom Activity – Slideshow The Modern United States Douglass, Frederick (about 1818–1895) Biographies Du Bois, W. E. B. (1868–1963) Biographies Economic Discrimination in History Economics Library Garcia, Hector P. (1914–1996) Biographies Huerta, Dolores (1930–) Biographies Itliong, Larry (1913–1977) Biographies King Jr., Martin Luther (1929–1968) Biographies Marshall, Thurgood (1908–1993) Biographies Parks, Rosa (1913–2005) Biographies Reading – Explore – Leaders and Leadership in Modern America The Modern United States Reading – Explore – Reforms During the Antebellum Period The Causes of the Civil War Reading – Profiles in History – César Chávez: Working for Change The Modern United States Robinson, Jackie (1919–1972) Biographies Schneiderman, Rose (1882–1972) Biographies Student Text – Introduction</p>
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	<p>The Modern United States</p> <p>Student Text – Section 3 – Participation</p> <p>Our Role in Government</p> <p>Student Text – Section 7 – The Civil Rights Movement</p> <p>The Modern United States</p> <p>Student Text – Summary</p> <p>The Modern United States</p> <p>Truth, Sojourner (about 1797–1883)</p> <p>Biographies</p> <p>Unit Project – Social Studies Stories – Harriet Beecher Stowe's Book</p> <p>Manifest Destiny to Today</p> <p>Unit Project – Social Studies Stories – How Students Make a Difference</p> <p>Civics and Economics in America</p>
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<p>Standard 5.H.CC.4.</p> <p>Analyze how instances of cooperation and conflict between Indigenous peoples and British, French, and Spanish colonial settlers contributed to political, economic, religious, and social conditions between 1500–1776.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Comparing the Colonies</p> <p>Classroom Activity – Slideshow</p> <p>Routes of Exploration to the Americas</p> <p>Massasoit (about 1580–1660)</p> <p>Biographies</p> <p>Reading – Explore – European Colonization of Maryland</p> <p>Early English Settlements</p> <p>Reading – Explore – Native American and European Relations in North America</p> <p>Early English Settlements</p> <p>Reading – Explore – What Happened in Jamestown? A Fictional Interview with True Facts</p> <p>Early English Settlements</p> <p>Reading – Primary Source – The Starving Time</p> <p>Early English Settlements</p> <p>Student Text – Explore – Contact Between Indigenous and European Cultures</p> <p>Native American Cultural Regions</p> <p>Student Text – Explore – Europeans in the Americas</p> <p>Routes of Exploration to the Americas</p> <p>Student Text – Explore – Indigenous Economic Activity: A Case Study</p> <p>Native American Cultural Regions</p> <p>Student Text – Explore – Native Americans and Europeans—Allies and Enemies</p> <p>Tensions Grow Between the Colonies and Great Britain</p>
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	<p>Student Text – Explore – The Columbian Exchange How and Why Europeans Came to the Americas</p> <p>Student Text – Section 2 – Jamestown Colony Early English Settlements</p> <p>Student Text – Section 6 – Native Americans of the Eastern Woodlands Native American Cultural Regions</p> <p>Unit Project – Social Studies Stories – King Philip's War: Native Americans and Europeans Clash in New England Colonial Times</p> <p>Unit Project – Unit Inquiry Project: America's Geographic Setting America's Geographic Setting</p>
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<p>Standard 5.H.CC.5. Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide on Indigenous cultures in what became the United States.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Student Text – Explore – Contact Between Indigenous and European Cultures Native American Cultural Regions</p> <p>Student Text – Explore – Europeans in the Americas Routes of Exploration to the Americas</p> <p>Student Text – Explore – The Columbian Exchange How and Why Europeans Came to the Americas</p> <p>Student Text – Primary Source – Who Was the Real Columbus? Routes of Exploration to the Americas</p> <p>Student Text – Section 8 – The Impact of Manifest Destiny Manifest Destiny and Settling the West</p>
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Domain	History (5.H)
Concept	Cause and Effect (H.CE)
<p>Standard 5.H.CE.6. Identify and describe the leadership and daily life of the founders of the United States, including the political, social, and economic interactions with the local and regional Indigenous peoples.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Adams, Samuel (1722–1803) Biographies</p> <p>Franklin, Benjamin (1706–1790) Biographies</p> <p>Reading – Explore – Establishing a Limited Government The Constitution</p> <p>Reading – Explore – Federalist and Anti-Federalist Views of Government The Constitution</p> <p>Reading – Profiles in History – The Great Compromise: How Roger Sherman Saved the Constitution The Constitution</p>

	<p>Student Text – Introduction</p> <p>The Constitution</p> <p>Student Text – Section 2 – A New Government: The Constitutional Convention</p> <p>The Constitution</p> <p>Student Text – Section 2 – Creating a Free Market Economy</p> <p>Shaping America's Economy</p> <p>Student Text – Summary</p> <p>The Constitution</p> <p>Unit Project – Social Studies Stories – Inside the Constitutional Convention</p> <p>Civics and Economics in America</p> <p>Washington, George (1732–1799)</p> <p>Biographies</p>
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<p>Standard 5.H.CE.7.</p> <p>Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Adams, Samuel (1722–1803)</p> <p>Biographies</p> <p>Classroom Activity – Slideshow</p> <p>Tensions Grow Between the Colonies and Great Britain</p> <p>Classroom Activity – Slideshow</p> <p>The Declaration of Independence</p> <p>Classroom Activity – Slideshow</p> <p>The Modern United States</p> <p>Classroom Activity – Slideshow</p> <p>To Declare Independence or Not</p> <p>Colonies in the Western Hemisphere: Part 1: Mercantilism</p> <p>Economics Library</p> <p>Franklin, Benjamin (1706–1790)</p> <p>Biographies</p> <p>Ideas That Unite Us as Americans</p> <p>Civics Library</p> <p>Reading – Explore – Taxes, Then and Now</p> <p>Tensions Grow Between the Colonies and Great Britain</p> <p>Reading – Explore – The U.S. Free Enterprise Economy</p> <p>Shaping America's Economy</p> <p>Reading – Primary Source – Patrick Henry's "Give Me Liberty or Give Me Death" (1775)</p> <p>To Declare Independence or Not</p> <p>Reading – Primary Source – Speeches by William Pitt and Edmund Burke</p> <p>To Declare Independence or Not</p>
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Reading – Primary Source – The Stamp Act of 1765

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 1 – The Second Continental Congress

The Declaration of Independence

Student Text – Section 2 – The Proclamation of 1763 –

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 2 – Thomas Hutchinson: Loyalist Governor

To Declare Independence or Not

Student Text – Section 3 – Joseph Brant: Native American Loyalist

To Declare Independence or Not

Student Text – Section 3 – The Quartering Act

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 3 – Writing the Declaration of Independence

The Declaration of Independence

Student Text – Section 4 – Approving the Declaration of Independence

The Declaration of Independence

Student Text – Section 4 – The Stamp Act

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 5 – The Boston Massacre

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 5 – The Declaration of Independence

The Declaration of Independence

Student Text – Section 6 – The Boston Tea Party

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 7 – Crispus Attucks: Patriot Hero

To Declare Independence or Not

Student Text – Section 7 – The Intolerable Acts

Tensions Grow Between the Colonies and Great Britain

Student Text – Section 9 – Samuel Adams: Dedicated Patriot

To Declare Independence or Not

Unit Project – Social Studies Stories – Jefferson's Conflict: Ideas vs. Reality

The American Revolution

Unit Project – Social Studies Stories – King George III and His Colonies

The American Revolution

Unit Project – Social Studies Stories – Patrick Henry, Radical Revolutionary

The American Revolution

Unit Project – Unit Inquiry Project: The American Revolution

The American Revolution

Washington, George (1732–1799)

Biographies

<p>Standard 5.H.CE.8. Examine the effects Indigenous Tribes of North America had in the early development of the United States.</p>	<p><u>Social Studies Alive! America's Past – Third Edition</u></p> <p>Classroom Activity – Slideshow</p> <p>Native Americans and Their Land</p> <p>Student Text – Explore – How People Modify the Environment</p> <p>Native Americans and Their Land</p> <p>Student Text – Explore – Indigenous Economic Activity: A Case Study</p> <p>Native American Cultural Regions</p> <p>Student Text – Explore – Mississippian Civilization</p> <p>Native American Cultural Regions</p> <p>Student Text – Explore – Native American Economic Patterns</p> <p>Native American Cultural Regions</p> <p>Student Text – Explore – Native American Governments</p> <p>Native American Cultural Regions</p> <p>Student Text – Introduction</p> <p>Native American Cultural Regions</p> <p>Student Text – Introduction</p> <p>Native Americans and Their Land</p> <p>Student Text – Section 1 – Migration Routes of the First Americans</p> <p>Native Americans and Their Land</p> <p>Student Text – Section 1 – Native Americans of the Northwest Coast</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 2 – Native Americans and the Environment</p> <p>Native Americans and Their Land</p> <p>Student Text – Section 2 – Native Americans of the California-Intermountain Region</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 3 – Native Alaskans Adapt to the Environment</p> <p>Native Americans and Their Land</p> <p>Student Text – Section 3 – Native Americans of the Southwest</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 4 – Native Americans of the Plateau</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 5 – Native Americans of the Great Plains</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 6 – Native Americans of the Eastern Woodlands</p> <p>Native American Cultural Regions</p> <p>Student Text – Section 7 – Native Americans of the Southeast</p> <p>Native American Cultural Regions</p> <p>Student Text – Summary</p> <p>Native American Cultural Regions</p>
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	Student Text – Summary Native Americans and Their Land Unit Project – Unit Inquiry Project: America’s Geographic Setting America's Geographic Setting
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Domain	History (5.H)
Concept	Communities and Pluralism (H.CP)
Standard 5.H.CEP.9. Explain the ideas and actions of individuals and groups resisting enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.	<u>Social Studies Alive! America’s Past – Third Edition</u> Classroom Activity – Slideshow The Causes of the Civil War Douglass, Frederick (about 1818–1895) Biographies Du Bois, W. E. B. (1868–1963) Biographies Reading – Explore – Ohio’s Role in the Anti-Slavery Movement and the Underground Railroad The Causes of the Civil War Reading – Explore – Reforms During the Antebellum Period The Causes of the Civil War Student Text – Explore – The Columbian Exchange How and Why Europeans Came to the Americas Student Text – Section 3 – Abolitionists and the Underground Railroad The Causes of the Civil War Truth, Sojourner (about 1797–1883) Biographies Unit Project – Social Studies Stories – Harriet Beecher Stowe’s Book Manifest Destiny to Today Unit Project – Unit Inquiry Project: Manifest Destiny to Today_x005F_x005F_x005F_x000D_ Manifest Destiny to Today

Standard 5.H.CP.10. Analyze the distinct way of knowing and living amongst the different Indigenous peoples of North America before contact.	<u>Social Studies Alive! America’s Past – Third Edition</u> Classroom Activity – Slideshow Native Americans and Their Land Student Text – Explore – How People Modify the Environment Native Americans and Their Land Student Text – Explore – Indigenous Economic Activity: A Case Study Native American Cultural Regions Student Text – Explore – Mississippian Civilization Native American Cultural Regions
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Student Text – Explore – Native American Economic Patterns

Native American Cultural Regions

Student Text – Explore – Native American Governments

Native American Cultural Regions

Student Text – Introduction

Native American Cultural Regions

Student Text – Introduction

Native Americans and Their Land

Student Text – Section 1 – Migration Routes of the First Americans

Native Americans and Their Land

Student Text – Section 1 – Native Americans of the Northwest Coast

Native American Cultural Regions

Student Text – Section 2 – Native Americans and the Environment

Native Americans and Their Land

**Student Text – Section 2 – Native Americans of the
California-Intermountain Region**

Native American Cultural Regions

Student Text – Section 3 – Native Alaskans Adapt to the Environment

Native Americans and Their Land

Student Text – Section 3 – Native Americans of the Southwest

Native American Cultural Regions

Student Text – Section 4 – Native Americans of the Plateau

Native American Cultural Regions

Student Text – Section 5 – Native Americans of the Great Plains

Native American Cultural Regions

**Student Text – Section 6 – Native Americans of the Eastern
Woodlands**

Native American Cultural Regions

Student Text – Section 7 – Native Americans of the Southeast

Native American Cultural Regions

Student Text – Summary

Native American Cultural Regions

Student Text – Summary

Native Americans and Their Land

Unit Project – Unit Inquiry Project: America's Geographic Setting

America's Geographic Setting