**Grade 5: Change and Impact**

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| **Grade Level Introduction:** Once a sense of self and the importance of relationships are established for civic-readiness, the goal for 21st century learners in 5th grade is to use the Practices in the Inquiry Cycle to examine the idea of change.  This close examination will not only focus on whom, why and how of events, but ultimately the outcomes of these events: the impacts of change. While investigating the power of change, students will develop a sense of civic-mindedness by examining how and why groups and individuals work to establish better forms of government in the United States and around the world and how rules and laws promote the greater good. They will refine historical-thinking skills by interpreting historical sources to generate insights on both how and why context affects perspectives and determine why evidence is important in a historical claim. As they search to explain how the influence of groups and individuals factor into economic decision-making both at home and abroad, they will see how competition can create a healthy economy. They will also apply geographic-reasoning by conducting inquiries into how cultural and environmental outcomes change over time and are impacted by both natural and man-made events.  Most importantly students will utilize the Practices in the Inquiry Cycle to create meaningful opportunities to take informed action. These practices allow students to have an impact; to make change and start to build the idea of their role as an important individual in local and world events. By the end of 5th grade, students are ready to determine the power and impacts of change both at home and around the world.  **Assumptions and Goals of Curriculum Development:**  **Sampling of Primary Resources Documents:** | |
| **5.CM.1 Civic and Political Institutions** *Examine the origins, functions and structure of the U.S. Constitution to determine how it provides structure to protect citizens and equal opportunities within the framework of laws.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |

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| **5.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Demonstrate deliberative procedures when making decisions and reaching judgments as an individual and as a group.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **5.CM.3 Processes, Rules and Laws** *Explain how rules and laws promote the general welfare using historical and contemporary examples.* | |
| **Key Idea**: | |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** | ***Students who demonstrate understanding, can address the following Supporting Questions:*** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.EDM.4 Economic Decision Making** *Evaluate economic decisions using cost-benefit analysis.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **5.EDM.5 Exchange and Markets** *Describe the role of competition in the determination of prices and wages and explain how profits influence sellers in a market.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**  · |
| **Sample Concepts:**   * *May include, but are not limited to the following:*   · | |
| **5.EDM.6 National Economy** *Describe government spending on goods and services and analyze the impact of those goods on the standards of living.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.EDM.7 Global Economy** *Analyze the effects of increasing economic interdependence on different groups within participating nations.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.GR.8 Spatial Views of the World**  *Explain relationships between the location of places and regions and their environmental characteristics using maps, satellite images and other models.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.GR.9 Human-Environment Interaction** *Describe how changing environmental and cultural characteristics of places and regions influence how people modify and adapt to their environments and impact population distribution.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**    · | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5. GR. 10 Human Populations Spatial Patterns and Movements**  *Analyze the effects of devastating environmental events and technological advancements on human settlement and movement.* | |
| **Key Idea**: | |
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| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5. GR. 11 Global Interconnections** *Explain how natural and human-made disasters in one place affect people living in other places.* | |
| **Key Idea**: | |
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| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5. HT.12 Chronological Reasoning: Causation and Continuity** *Analyze and explain why individuals and groups impacted significant historical developments and events.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.HT.13 Historical Understanding: Contextualization and Perspectives** *Explain how connections among historical contexts and people’s perspectives influenced the development of historical sources during the same historical time period.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.HT.14 Historical Arguments** *Develop claims about historical developments and events utilizing evidence from historical sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |
| **5.HT.15 Interpretation and Synthesis** *Infer the intended audience and purpose of a historical source by sourcing the document in order to generate questions about how it relates to particular events and developments.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:**  · | **Students who demonstrate understanding, can address the following Supporting Questions:**    · |
| **Sample Concepts:**   * *May include, but are not limited to the following:* | |