

# Appendix

# Fifth Grade

## US History:

### (Beginnings through 1800)

## **Kansas History, Government, and Social Studies Standards**

### **Standard 1 Choices have consequences.**

*History, government, economics, and geography are affected by human choice. Choices made by individuals and groups have consequences, and the desirability of the choices are dependent on the perceived positive and negative consequences. Often choices are built and dependent upon earlier choices and consequences. The following are aspects of choices and consequences:*

- *Human choices cause change dependent upon conditions which the decision maker may not be able to control or anticipate.*
- *Every choice comes with a cost.*
- *Human choice is affected by culture, geography, politics, economics, social emotional attachments, and other factors including other people.*

#### **Benchmark:**

- 1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.
- 1.2 The student will analyze the context and draw conclusions about choices and consequences.
- 1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.
- 1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.

### **Standard 2 Individuals have rights and responsibilities.**

*People and groups throughout history have deliberated the rights and responsibilities within their society. Rights are the basic freedoms of individuals while responsibilities view the collective obligations of people. The following are aspects of rights and responsibilities:*

- *Rights tell the bearer what they are at liberty to do, but are not a requirement to exercise them.*
- *Rights are something that societies often guarantee and come with responsibilities.*
- *A responsibility is a duty or obligation to perform or complete.*

**Benchmark:**

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context and draw conclusions about rights and responsibilities.
- 2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.
- 2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.

**Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.**

*People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:*

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

**Benchmark:**

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

## **Standard 4 Societies experience continuity and change over time.**

*People and communities have aspects of continuity but experience some degree of change over time. Continuity refers to a societies ability to hold on to what is important, to remain stable, anchored. Change refers to a society's ability to adapt and make the adjustments necessary to protect and advance the society. The following are aspects of continuity and change:*

- *Change is generally continuous, not simply discrete events happening at their own pace, and are often determined by “turning or tipping” points.*
- *Progress and regression are one of several ways of determining change.*
- *Continuity is the connection between events, ideas or beliefs over time.*

### **Benchmark:**

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.2 The student will analyze the context and draw conclusions about continuity and change.
- 4.3 The student will investigate and connect continuity and change to a contemporary issue.
- 4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.

## **Standard 5 Relationships among people, places, ideas, and environments are dynamic.**

*People, places, ideas, and environments experience change, activity, progress, or regression. All relationships are in a constant state of adjustment. These adjustments may also result in additional change, activity, progress, or regression. The following are aspects of dynamic relationship:*

- *Relationships are the interactions, connections, or feelings that exist between two or more parties and are characterized by constant change, activity, progress, or regression.*
- *The interaction of a single relationship between individuals, communities, and/or their environment impacts to some degree all other relationships.*
- *Dynamic relationships involve circumstances which often create shifts in priorities, leading to tension and adjustments toward progress.*

**Benchmark:**

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context and draw conclusions about dynamic relationships.
- 5.3 The student will investigate and connect dynamic relationships to contemporary issues.
- 5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.

**Course Description**

The fifth-grade course-of-study begins with the introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics, and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the Fifth Grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today.

**Connecting with Past Learning**

Students should possess a general understanding of basic social studies concepts such as economics, cultural and physical geography, civics/government, and history. They should have experience with the *Effective HGSS Classroom Practices* and be able to integrate those into their own learning.

This course should build on prior student-learning of the basic concepts of social studies. This should include the locations of the western hemisphere and North America and more specifically, the regions and states of the United States. Students should be able to apply the concepts of significant people, ideas, and events to the study of early America. They should be familiar with economic concepts such as supply and demand, opportunity costs, production of goods and services, and the use of natural, capital, and human resources. Students should understand civics concepts, which include the roles, rights, and responsibilities of a member/citizen of a family, school, Kansas, and the United States.

## **Connecting with Future Learning**

In sixth grade, students will learn about many of the same social, political, and economic concepts introduced in Fifth Grade but applied to a different geographic region and culture. Foundational knowledge and skills taught in Fifth Grade are essential for success in middle school. Recurring themes are: the expanding role of the federal government, the continuing tension between the individual and the state and between minority rights and majority power, the conflict over slavery, push/pull factors of immigration, and the contentious interaction with Native Americans.

## **Culturally Relevant Pedagogy**

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning.

## **Instructional Steps to High-level Learning**

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

## INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



1

**START WITH STANDARDS**



4

**CURATE RESOURCES**



2

**SELECT CONTENT & CREATE QUESTIONS**



5

**INTEGRATE READING & WRITING**



3

**DEVELOP TASKS WITH BENCHMARKS**



6

**APPLY BEST PRACTICES FOCUSED ON COMPETENCIES**



### Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standards that connects students with relevant content.

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by the identities, beliefs, and practices of individuals and groups.
4. Societies experience continuity and change over time.
5. Relationships among people, places, ideas, and environments are dynamic.



### Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their

world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

***Please remember:***

***The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.***

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

**Suggested Content Topics**

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Societies of the North America: Lands and People: Ancient—1400s
- Exploration and Conflict: 1000s–1600s
- Colonization: 1600s–1760s
- The Road to Independence: 1750s–1770s
- The American Revolution: 1770s–1780s
- Building a New Nation: 1770s–1790s

## Instructional Narrative and Content Outline

*This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the Founding Fathers without also learning about Alexander Hamilton and Thomas Jefferson so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.*

### **Societies of North America: Lands and People: Ancient—1400s**

Students consider the diversity of the various Native American nations in what is today the United States and their unique experiences before contact from others outside North America. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on past and current American society.

**Ideas:** migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America

#### **Sample Compelling Questions**

- What defines a people?
- How do beliefs and history identify a culture?
- Why do people change the way they live?
- Why were natural resources a common cause of conflict among Native American cultural groups?

### **Exploration and Conflict: 1000s–1600s**

This period begins with the encounters between Native Americans and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration, and settlement of North America. Students will analyze the competing interests of European nations and their Native American counterparts.

**Ideas:** technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity

**Sample Compelling Questions:**

- What were the consequences of European exploration?
- What were the perceived rights of the explorers and how did they impact the rights of the Native Americans?
- How did the differing beliefs of Native Americans and European nations contribute to conflict?
- What was the impact of the conflict between Europeans and Native Americans on the people of North America?
- How have the outcomes of these conflicts impacted Native American groups today?

**Colonization: 1600s–1760s**

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

**Ideas:** wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy

**Sample Compelling Questions**

- Why would a person choose to be an indentured servant?
- Which colony was the most democratic?
- How did the beliefs, ideas, and practices of the Puritans lead to religious freedom in the United States?
- How did the various colonies change and adapt over time?
- How did the relationship with the Native American groups impact the colonies?

**The Road to Independence: 1750s–1770s**

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The

geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

**Ideas:** taxation without representation, independence, alliance, natural rights, Enlightenment, monarchy

### **Sample Compelling Questions**

- What were the consequences of the choice by some colonists to resist British policies?
- How were the rights of colonists different from those of citizens living in Britain?
- Were the signers of the Declaration of Independence traitors?
- How did the American economy, geography, and politics impact Britain's ability to govern?

### **The American Revolution: 1770s–1780s**

The American Revolution cast a vision for a nation founded upon revolutionary ideas. Students will construct an understanding of colonial efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

**Ideas:** independence, self-government, freedom, liberty, equality, revolution

### **Sample Compelling Questions**

- Was the American Revolution avoidable?
- What are the revolutionary rights laid out in the Declaration of Independence?
- Would you have been a Tory or a rebel?
- Did winning the Revolutionary War create revolutionary changes for Americans?
- Why was France a colonial ally during the Revolutionary war?

## Building a New Nation: 1770s–1790s

The post-revolutionary period in the United States is a critical moment in United States history. During this era, the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

**Ideas:** individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states' rights, US Constitution

### Sample Compelling Questions

- What were the choices and consequences faced by the writers of the Constitution over the issue of slavery?
- How does the Bill of Rights affect individuals today?
- What voices were missing from the Constitutional Convention?
- What changed after the Constitution was ratified?
- Was the government developed under the Constitution an effective and efficient system?



### Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments, both local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

### Benchmarks:

- Recognizes and evaluates from the content.
- Analyzes context and draws conclusions from the content.
- Investigates and makes connections from the content.
- Uses their understanding to make a claim or advance a theory using evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by making a claim and supporting that claim with evidence (Benchmark Four).



### Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to

investigate. This includes both teacher-provided resources, as well as those discovered by students.

**Sample Resources:**

- Kansas maps, local and state business people, photographs, artifacts, local archives, community members, community groups, US maps
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame

**Integrate Reading and Writing:**

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the [Effective HGSS Classroom Practices](#) section. Students need these skills to be effective citizens.

**Apply Best Practices:**

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments and other suggestions listed in the [Effective HGSS Classroom Practices](#) section.

**Fifth Grade Competencies**

In grades K-4, the competencies are discipline-specific and are located within each discipline section of the respective document. Fifth grade is a transition-year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in Fifth Grade they should begin to apply the principles of interpretation in their work. Student assessment should include evaluation of the student competencies listed below.

## **History Competencies**

The student:

- discusses the importance of considering the source of a document and the circumstances under which it was created (Sourcing).
- discusses the importance of the location of something in time and place and how these factors impact our interpretation (Contextualization).
- identifies corroboration or points of agreement or disagreement across multiple sources.
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## **Civics/Government Competencies**

The student:

- distinguishes the responsibilities and powers of the branches of government.
- discusses key United States Constitutional concepts and principles.
- explains how people make rules to create responsibilities and protect freedoms.
- applies civic virtues and democratic principles in the school setting.
- identifies core civic virtues, democratic principles, beliefs, experiences, and values that guide societies.
- participates appropriately in discussions with individuals with whom they disagree.

## **Cultural**

The student:

- demonstrates pride about their identity without making someone else feel badly about who they are.
- identifies and connects to other people and knows how to talk, work, and play with others even when they are different or when they disagree.
- understands that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- knows about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- pays attention to how people (including themselves) are treated, and tries to treat others how they like to be treated.

### **Economic Competencies**

The student:

- asks economic questions.
- analyzes economic information from a variety of sources.
- answers economic questions by organizing and presenting economic information in various modes of communication.
- demonstrates economic decision-making skills.

### **Geography Competencies**

The student:

- asks geographic questions.
- acquires geographic information from a variety of sources.
- organizes and presents geographic information using a variety of methods and resources.
- analyzes geographic information to seek patterns, relationships, make predictions, make inferences, and draw conclusions.

### **Social Emotional Character Development**

The student:

- demonstrates ways to increase their own self-confidence when facing challenging tasks.
- explains how their ability to express their wants, needs, and feelings in a respectful way is important in their current and future life.
- demonstrates understanding and perspective by asking questions in a respectful manner.

(Back to Appendices)