

**PUSD Social Studies District Instruction Guide (updated\_\_\_\_)**  
**Year Long Standards Overview**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Economics	American Revolution Constitution/Civics	Westward Expansion Civil War	Industrialism

<b>Grade Level: 5</b>	<b>Time: Quarter 1</b>		
<b>Unit Economics</b>	<b>Essential Questions:</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<b>E1:</b> A financial literate individual understands how to manage income, spending, and investment. <b>E2:</b> By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. <b>E3:</b> Individuals and institutions are interdependent within market systems. <b>E4:</b> The domestic economy is shaped by interactions between government, institutions, and the private sector.			Biztown

<b>Grade Level: 5</b>	<b>Time: Quarter 2</b>		
<b>Unit 1 American Revolution</b>	<b>Essential Questions:</b> <b>How was the American Revolution inevitable?</b> <b>How did the revolution cause the Declaration of Independence and Constitution to be written?</b> <b>What groups of people stood to benefit and what groups of people stood to be harmed from the Colonists' victory?</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p><b>5.C2.1</b> Explain how a republic relies on people’s responsible participation within the context of key historical events preAmerican Revolution to Industrialization.</p> <ul style="list-style-type: none"> <li>· Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military</li> </ul> <p><b>5.E2.1</b> Compare the benefits and costs of individual choices within the context of key historical events.</p> <ul style="list-style-type: none"> <li>· Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated</li> </ul> <p><b>5.SP3.6</b> Construct and present arguments using claims and evidence from multiple sources.</p> <p><b>5.SP4.2</b> Use evidence to develop a claim about the past.</p>	<ul style="list-style-type: none"> <li>● Describe how alliances between Native Americans and colonists affected the French and Indian War.</li> <li>● Explain the importance of the Committees of Correspondence.</li> <li>● Explain why the colonists refused to accept the new laws passed by parliament.</li> <li>● Recognize different points of view about who should govern the colonies.</li> <li>● Explain the significance of the Second Continental Congress.</li> <li>● Understand the people and events associated with the Declaration of Independence.</li> <li>● Tell why the Declaration of Independence is important and identify its key political concepts.</li> </ul> <ul style="list-style-type: none"> <li>● Describe the personal and economic effects of the war.</li> <li>● Explain the roles of women, African Americans. and Native Americans during the war.</li> <li>● Describe how individuals in different nations contributed to the war’s outcome.</li> <li>● Understand the hardships of daily life during the Revolutionary War.</li> </ul> <ul style="list-style-type: none"> <li>●Determine different opinions of the war on an important Revolutionary War figure's perspective of the war.</li> </ul>	<p>Commander-in-Chief petition taxation representation treason Congress Boycott repeal minutemen revolution resolution grievance patriots loyalist inflation profiteering veteran Negotiate turning point mercenary enlist campaign delegates</p>	<p><a href="https://betterlesson.com/lesson/595226/internet-research-reveals-different-opinions-of-the-war?from=search">https://betterlesson.com/lesson/595226/internet-research-reveals-different-opinions-of-the-war?from=search</a></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p><b>5.E4.1</b> Describe how government decisions on taxation, spending, protections, and regulation affected the national economy during the time-period being</p>	<ul style="list-style-type: none"> <li>● Explain the new laws passed after the French and Indian War</li> <li>● Identify the laws that caused conflict in the colonies.</li> <li>● Analyze the causes and effects of British imperial policies in the thirteen colonies.</li> <li>● Understand the significance of new land policies and their impact on Native Americans</li> </ul>		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p><b>Unit 2</b> <b>Constitution/Civics</b></p>	<p><b>Essential Questions:</b>  <b>Is our Constitution a living document?</b>  <b>Could the Constitution be written without compromises?</b></p>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p><b>5.C3.1</b> Describe the origins, functions, and structure of the United States Constitution and the three branches of government.          · Key origins include historical and</p>	<ul style="list-style-type: none"> <li>● Describe the struggle to get the Constitution approved.</li> <li>● Explain the importance of the Great Compromise</li> </ul>	<p>separation of powers          legislative branch          executive branch</p>	<p><a href="https://betterlesson.com/lesson/599440/our-constitution-the-who-the-what-the-why?from=search">https://betterlesson.com/lesson/599440/our-constitution-the-who-the-what-the-why?from=search</a></p>

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_\_)

<p>philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble</p> <ul style="list-style-type: none"> <li>· Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism</li> <li>· Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)</li> </ul> <p><b>5.C4.2</b> Use a range of deliberative and democratic procedures to make decisions about and act on issues and civic problems in their classrooms and schools</p> <p><b>5.H2.1</b> Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.</p> <ul style="list-style-type: none"> <li>· Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the purpose of the Constitution</li> <li>● Compare the powers and functions of the three branches of government.</li> <li>● Describe the struggle to get the Constitution approved.</li> <li>● Explain the key rights guaranteed in the Bill of Rights.</li> <li>● Describe the development of the United States government.</li> <li>● Identify the principles of a constitutional government.</li> <li>● Compare the powers granted to citizens, the federal government, and the states.</li> </ul> <ul style="list-style-type: none"> <li>● Learn how the authority of a democracy comes from its people.</li> <li>● Use critical-thinking skills to analyze problems and implement solutions.</li> </ul> <ul style="list-style-type: none"> <li>● Organize and interpret information from maps.</li> <li>● Identify the symbols of the United States</li> <li>● Explain how various symbols and artifacts express patriotism</li> <li>● Use text features, including legends, to interpret maps.</li> </ul>	<p>judicial branch veto Impeach Justice rule of law amendment Ratify Federalists Anti-Federalist reserved powers Cabinet political party checks and balances Union sovereignty democracy naturalization</p>	<p><a href="https://betterlesson.com/lesson/599440/our-constitution-the-who-the-what-the-why?from=search">https://betterlesson.com/lesson/599440/our-constitution-the-who-the-what-the-why?from=search</a></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

conflicts, and conflicts related to resource use and availability			
-------------------------------------------------------------------	--	--	--

<b>Grade Level: 5</b>	<b>Time: Quarter 3</b>		
<b>Unit 1 Westward Expansion</b>	<b>Essential Questions:</b> <b>How did Manifest Destiny and Western Expansion collide with Native American people of the West?</b> <b>How did slavery impact Western Expansion?</b> <b>Why was the Lewis and Clark expedition important?</b> <b>How did westward expansion change the American economy?</b> <b>Why do people take risks like those experienced during westward expansion?</b> <b>How did westward expansion affect Native Americans, then and now?</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p><b>5.E1.1</b> Give examples of financial risks that individuals and households face within the context of the time period studied</p> <p><b>5.G1.1</b> Use and construct maps and graphs to represent changes in the United States.                      · Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic</p>	<ul style="list-style-type: none"> <li>● Describe how early pioneers met the challenges of frontier life.</li> <li>● Explain why President Jefferson agreed to buy Louisiana.</li> <li>● Describe the expedition to explore the lands of the Louisiana Purchase.</li>   <li>● Identify on a map the land area of the Louisiana Purchase</li> <li>● Create a timeline of the pioneers during the westward expansions</li> <li>● Construct a map of the land that was surveyed by the Lewis and Clark expedition.</li> <li>● Construct a map of the land that was added to the nation between 1840 - 1850 with dates added.</li> </ul>	pioneer locomotive cotton gin gap pioneer consequence impressment national anthem nationalism assimilate dictator annex ford manifest - destiny cession gold rush forty-niners canal lock Industrial Revolution	

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p>changes, and the states and their capitals</p> <p><b>5.G3.1</b> Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.</p> <ul style="list-style-type: none"> <li>· Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration</li> </ul>	<ul style="list-style-type: none"> <li>● Examine the role Sacagawea played in the Lewis and Clark expedition</li> <li>● Examine issues related to Lewis and Clark’s expedition.</li> <li>● Describe the events of the War of 1812</li> <li>● Explain how Texas became a state</li> <li>● Explain the Indian Removal Act and the Trail of Tears.</li> <li>● Understand the influence of Sequoyah’s writing system on Cherokee culture.</li> <li>● Describe how pioneers traveled west on the Oregon and Mormon trails.</li> <li>● Tell how the United States gained lands after the Mexican-American War.</li> <li>● Describe the California gold rush</li> </ul>	<p>interchangeable parts prospector boom bust homesteader reservation</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------	--

<b>Grade Level: 5</b>	<b>Time: Quarter 3</b>		
<b>Unit 2 Civil War</b>	<p><b>Essential Questions:</b></p> <p><b>Why is the Civil War a defining moment in United States history?</b></p> <p><b>How were abolitionists responsible reformers or how were they irresponsible agitators?</b></p> <p><b>Should the Southern States of America (South) have been treated as a defeated nation or as rebellious states?</b></p> <p><b>How was the US economy impacted by two wars fought simultaneously: Civil War and Indian Wars?</b></p>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<p><b>5.E2.1</b> Compare the benefits and costs of individual choices within the context of key historical events.</p>	<ul style="list-style-type: none"> <li>● Describe the aim and operation of the Underground Railroad.</li> <li>● Identify important abolitionists and</li> </ul>	<p>sectionalism diverse economy free state</p>	

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p>· Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry.</p> <p><b>5.SP2.1</b> Explain why individuals and groups during the same historical period differed in their perspectives.</p> <p><b>5.SP1.2</b> Explain how events of the past affect students' lives and society.</p> <p><b>5.SP3.1</b> Develop compelling and supporting questions about the United States that are open to different interpretations.</p> <p><b>5.H2.1</b> Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical</p>	<p>describe their work.</p> <ul style="list-style-type: none"> <li>● Discuss the Emancipation Proclamation and describe its effects.</li> <li>● Discuss how the 15th Amendment affected citizens who had formerly been denied the right to vote.</li> </ul> <p>● Analyze sectional differences and events leading to the Civil War.</p> <ul style="list-style-type: none"> <li>● Describe the legislative acts that dealt with slavery.</li> </ul>	<p>slave state tariff State's rights fugitive Underground Railroad secede Confederacy border state artillery civil war emancipate prejudice industry strategy assassinate Reconstruction black codes freedmen sharecropping secret ballot segregation</p>	<p>Compare/contrast: Abolitionists/slave holders Southerners/northerners Loyalists/Patriots/Neutral King George III/Colonial leaders Slaves/plantation owners</p> <p>Examine Declaration of Ind./U.S. Constitution (The Bill of Rights)</p> <p>-Constitutional Convention: Virginia Vs. New Jersey plan and The Great Compromise -Should slaves be counted in population of the states? -Boston Massacre: Colonists vs. British -Olive Branch Petition: King George III vs. John Hancock -John Adams vs. fellow colonists</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p>timeframe.</p> <ul style="list-style-type: none"> <li>· Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability</li> </ul> <p><b>5.H4.1</b> Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.</p>	<ul style="list-style-type: none"> <li>● Analyze how the Dred Scott Decision affected the United States.</li> <li>● Understand social and economic conditions in Abraham Lincoln's lifetime.</li> <li>● Analyze plans for the Reconstruction.</li> <li>● Identify reasons that some Southern States left the Union.</li> <li>● Recognize different points of view about state's rights.</li> </ul> <ul style="list-style-type: none"> <li>● Identify different groups of Americans who contributed to the Civil War effort.</li> <li>● Explain the contributions of women to the anti-slavery movement.</li> <li>● Describe life on the underground railroad using primary and secondary sources.</li> <li>● Analyze the reactions of both Southerners and Northerners to Reconstruction efforts.</li> <li>● Discuss how the 15th Amendment affected citizens who had formerly been denied the right to vote.</li> </ul>		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<b>Grade Level: 5</b>	<b>Time: Quarter 4</b>		
<b>Unit Industrialism</b>	<b>Essential Questions:</b>		
<b>Standards</b>	<b>Objectives/ I Can</b>	<b>Key Vocabulary</b>	<b>Resources/Assessments</b>
<b>5.E3.1</b> Develop an understanding of the characteristics of entrepreneurship within a market economy and apply these characteristics to individuals during the time-period studied.	<ul style="list-style-type: none"> <li>● Examine the industries and inventions of the late 1800s that changed how people lived.</li> <li>● Analyze how new industries and work demands led to the formation of unions.</li> </ul>	Industrial Revolution cotton gin interchangeable parts transcontinental	

## PUSD Social Studies District Instruction Guide (updated\_\_\_\_)

<p>· Characteristics include but are not limited to risk taking, innovation, and problem solving</p> <p><b>5.E4.2</b> Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied</p> <p><b>5.E5.1</b> Generate questions to explain how trade leads to increasing economic interdependence on different nations.          · Key concepts include but are not limited to products that are imported into markets within the United States and products that are exported to other markets in the world</p> <p><b>5.G2.1</b> Describe how natural and human-caused changes to habitats or climate can impact our world</p>	<ul style="list-style-type: none"> <li>● Explain how canals, steamboats, and railroads improved transportation and shipping</li> <li>● Describe how new inventions led to the Industrial Revolution.</li>   <li>● Explain how trade leads to increasing economic interdependence on different nations.</li> <li>● Understand the use of different types of graphs, and pose and answer questions about data displayed on different graphs.</li>   <li>● Identify how the population grew and changed after the Civil War.</li> <li>● Compare new and old immigrants and describe the challenges both faced</li> <li>● Explain how prejudice against immigrants led to regulations on immigration</li> </ul>	<p>railroad          skyscraper          petroleum          labor union          strike          collective bargaining          time zone          tenement          reformer          settlement house</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--