

**2014 - 2015**



**Grade 5**  
**SOCIAL STUDIES**  
**Curriculum Map**

**Volusia County Schools**

**Next Generation Sunshine State Standards**

# Next Generation Sunshine State Standards

**Fifth Grade: United States History** – The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History.

## Fifth Grade Overview

### **American History (A)**

Standard 1: Historical Inquiry and Analysis  
Standard 3: Exploration and Settlement of North America  
Standard 5: American Revolution and Birth of a New Nation

Standard 2: Pre-Columbian North America  
Standard 4: Colonization of North America  
Standard 6: Growth and Westward Expansion

### **Geography (G)**

Standard 1: The World in Spatial Terms

### **Economics (E)**

Standard 1: Beginning Economics  
Standard 2: Places and Regions  
Standard 3: Environment and Society  
Standard 4: Uses of Geography

### **Civics and Government (C)**

Standard 1: Foundations of Government, Law, and the American Political System  
Standard 2: Civic and Political Participation  
Standard 3: Structure and Functions of Government

Benchmarks/Learning Targets	Resources
<p><b>SS.5.A.2.2</b> Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the four geographic regions that North American tribes primarily occupied.</li> <li>• describe major characteristics of Native American tribes.</li> </ul>	<p><b><u>Social Studies Alive!</u></b>  <b><u>America’s Past</u></b>  <u>Teachers’ Curriculum Institute (TCI)</u>                      Ch. 1 pp. 3-15 - SE                      Ch. 2 pp. 17 – 23 - SE                      Ch. 3 pp. 29 – 37- SE                      ISN pp. 1 – 20 (available online)</p>
<p><b>SS.5.A.2.3</b> Compare cultural aspects of Native American tribes from different geographic regions of North America including, but not limited to, clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe the cultural aspects of various Native American tribes.</li> <li>• evaluate how geography contributed to cultural similarities and differences among Native American tribes.</li> <li>• compare and contrast the cultural aspects of two Native American tribes before European contact.</li> </ul>	<p><b><u>TCI Assessments</u></b>                      TCI Assessments are located at <a href="http://www.teachtci.com">www.teachtci.com</a>                      (digital versions are available to print an assessment to PDF, create your own assessment using TCI assessment creator, or create an online assessment)</p>
<p><b>SS.5.G.1.1</b> Interpret current and historical information using a variety of geographic tools.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• describe geographic features on a physical map and information on political maps.</li> <li>• compare information on physical, political, and thematic maps.</li> <li>• interpret information from maps based on historical events using historical maps that include accompanying dates to put the map in context.</li> </ul>	<p><b><u>Safari Montage</u></b>  <a href="#">Making a Map</a> (4:43)</p>
<p><b>SS.5.G.1.2</b> Use latitude and longitude to locate places.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• identify the lines of latitude and longitude.</li> <li>• explain the purpose of latitude and longitude lines.</li> <li>• locate absolute locations using latitude and longitude.</li> </ul> <p><b>Note:</b> Students are <b>not</b> required to construct lines of latitude and longitude from memory.</p>	

**SS.5.G.1.3** Identify major United States physical features on a map of North America.

*Students will:*

- identify geographic features found on a physical map of North America.
- describe the key geographic features of North America, including mountain ranges, rivers, and deserts, such as Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, and Mojave Desert.

**SS.5.G.1.4** Construct maps, charts, and graphs to display geographic information.

*Students will:*

- construct maps that feature physical geography that may include Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, and Mojave Desert.
- develop charts to display geographic information found in North America.
- create graphs to display physical characteristics of North American geographical features (e.g., height of mountains, lengths of rivers).

**SS.5.G.1.6** Locate and identify states, capitals, and United States territories on a map.

*Students will:*

- identify each states' capital city from a list of state names, as well as on an labeled map.
- identify a state given the name of its capital.
- locate and identify states and United States territories on an unlabeled map.

**SS.5.G.3.1** Describe the impact that past natural events have had on human and physical environments in the U. S. through 1850.

*Students will:*

- explain how natural events can affect human and physical environments.
- describe how long-term geological events, such as glacial movements or the formation of the Bering Land Bridge, impacted human movements in North America before 1850.

### Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events.
- draw conclusions from primary and secondary sources about historical events.
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.G.4.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways.

*Students will:*

- identify a location discussed during current events.
- use geographic tools to identify places of importance in current events.
- identify how knowledge of geography is used in televised news reports, newspaper articles, and weather forecasts.
- recognize patterns, identify events on maps, and use graphs to determine how geography has impacted significant events.

**SS.5.G.4.2** Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state or national problems.

*Students will:*

- identify and graph patterns of natural events on/from physical maps.
- describe solutions for avoiding and preparing for natural events.
- use mapping skills to find solutions to such problems as finding detours during road construction.

**Note:** Students are **not** required to memorize specific dates of events.

**Benchmarks/Learning Targets**

**SS.5.A.2.1** Compare cultural aspects of ancient American civilizations (Aztec, Maya, Mound Builders, Anasazi, Inuit).

*Students will:*

- describe the cultural aspects, such as political system, economic development, and/or social structure, of various ancient American civilizations, including, but not limited to, Aztec, Maya, Mound Builders, Anasazi, and Inuit.
- identify similarities and differences between two different civilizations.

**SS.5.A.3.1** Describe technological developments that shaped European exploration.

*Students will:*

- identify the European technological developments (e.g., mapmaking, navigation, shipbuilding) that occurred shortly before the European exploration of North America.
- describe the significance of technology to European exploration.
- explain how new technology led to world exploration.

**SS.5.A.3.2** Investigate nationality, sponsoring country, motives, dates and routes of travel, accomplishments of the European explorers.

*Students will:*

- classify key information about European explorers, including their nationality, sponsoring country, motives, dates of travel, routes taken to North America, and major accomplishments.
- locate on a map routes taken by European explorers.

**SS.5.A.3.3** Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

*Students will:*

- describe interactions between Europeans and Native Americans.
- describe the enslavement of Native Americans by Europeans.
- describe slavery of Africans by the Europeans.
- identify areas of North America occupied by various European countries.
- analyze and explain the motives of the English, French, Dutch, and Spanish in North America.

**Resources****Social Studies Alive!****America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 4 pp. 45 – 51 SE

Ch. 5 pp. 57 – 71 SE

Ch. 6 pp. 80 – 83 SE (Reading Further)

ISN pp. 21- 31 (available online)

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

[Aftermath of the French and Indian War in the American Colonies: Conflicts with Native Americans](#)

**Websites**

The Triangular Trade

<http://econed.org/userfiles/files/Triangular%20Trade%20ELEM.pdf>

Enslavement of Native Americans by Europeans

<http://nationalhumanitiescenter.org/pds/amebegin/settlement/text6/text6read.htm>

**SS.5.E.2.1** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

*Students will:*

- explain the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists before 1850.
- identify trade items that were exchanged by Native Americans, European explorers, and colonists before 1850.
- summarize the short-term and long-term effects voluntary trade had among the Native Americans, European explorers, and colonists.

### Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events.
- draw conclusions from primary and secondary sources about historical events.
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

*Students will:*

- describe geographic features on a physical map and information on political maps.
- compare information on physical, political, and thematic maps.
- interpret information from maps based on historical events using historical maps that include accompanying dates to put the map in context.

**SS.5.G.1.6** Locate and identify states, capitals, and United States territories on a map.

*Students will:*

- identify each state's capital city from a list of state names as well as on a labeled map.
- identify a state given the name of its capital.
- locate and identify states and United States territories on an unlabeled map.

**Benchmarks/Learning Targets**

**SS.5.A.4.1** Identify the economic, political and socio-cultural motivation for colonial settlement.

*Students will:*

- describe the economic and political reasons for colonial settlement. (Examples may include debtor settlements in Georgia; military stronghold and protection of trade routes at St. Augustine; establishment of the Jamestown colony for profit; and French and Dutch competition for the fur trade.)
- identify socio-cultural reasons for colonial settlement.
- identify religious reasons for colonial settlement. (Examples may include Puritans, Quakers, and Catholics fleeing from religious persecution.)

**SS.5.A.4.2** Compare characteristics of New England, Middle, and Southern colonies.

*Students will:*

- describe the societal and cultural similarities and differences of the New England, Middle, and Southern colonies.
- describe and/or analyze how geography and climate influenced the New England, Middle, and Southern colonies.
- explain how natural resources influenced the occupations and economics of the New England, Middle, and Southern colonies.
- identify the colonies included in the New England, Middle, and Southern colonies.

**SS.5.A.4.3** Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

*Students will:*

- identify individuals responsible for the development of governments in the New England, Middle, and Southern colonies.
- identify individuals who sought to educate and improve the conditions of others.

**Note:** Examples may include, but are not limited to, William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, and Lord Baltimore.

**SS.5.A.4.4** Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

*Students will:*

- describe the main industries and occupations of the thirteen colonies.
- describe how governments developed in the thirteen colonies.
- explain the role of religion in the thirteen colonies.

**Resources****Social Studies Alive! America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 6 pp. 73 – 78 SE

Ch. 7 pp. 85 – 97 SE

Ch. 8 pp. 99 – 107 SE

Ch. 9 pp. 113 – 131 SE

ISN pp. 33 – 54 (available online)

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

[The Middle Passage](#) (9:29)

**Websites**

Daily Life in the Colonies

[http://www.pbs.org/ktca/liberty/perspectives\\_daily.html](http://www.pbs.org/ktca/liberty/perspectives_daily.html)

Reading Comprehension on Roanoke Colony

<http://www.readworks.org/passages/colonization-revolutionary-war-roanoke-lost-colony>

Reading Comprehension on Slave Trade

<http://www.readworks.org/readworks-pdf/229321>

**SS.5.A.4.5** Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

*Students will:*

- identify the imports and exports of Africa, the West Indies, the British Colonies, and Europe.
- identify on a map the primary locations of the Triangular Trade.
- explain the importance of the Triangular Trade.

**SS.5.A.4.6** Describe the introduction, impact, and role of slavery in the colonies.

*Students will:*

- describe the cultural and economic factors that contributed to the introduction of slavery in the British colonies.
- explain the difference between indentured servitude and slavery.
- describe the slave trade and its impact on African lives.
- describe the role of slavery and evaluate how it impacted colonial development, including cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, and differences in treatment of slaves by assigned job (e.g., house slave versus field slave), and region.

**SS.5.C.2.2** Compare forms of political participation in the colonial period to today.

*Students will:*

- describe forms of political participation in the colonial period.
- identify ways citizens participate in the political process today.
- compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.

**SS.5.E.1.1** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

*Students will:*

- describe how Native Americans used trade during pre-Columbian times.
- explain the economic costs and benefits of the fur trade to Europeans and Native Americans; identify items the Native Americans and Europeans wanted for trade with each other.
- identify trades and industries that contributed to economic growth in North America from pre-Columbian times to 1850 and evaluate their importance.
- identify items North America imported and exported during the Triangular Trade.

**SS.5.E.1.2** Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

*Students will:*

- define “market economy.”
- identify examples of how the colonial and early American economy exhibited characteristics of a market economy.
- explain how supply and demand work in a market economy.

**SS.5.E.2.1** Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

*Students will:*

- explain the positive and negative effects voluntary trade had among Native Americans, European explorers, and colonists.
- identify trade items that were exchanged by Native Americans, European explorers, and colonists.
- summarize short-term and long-term effects voluntary trade had among Native Americans, European explorers, and colonists.

**SS.5.G.1.5** Identify and locate the original thirteen colonies on a map of North America.

*Students will:*

- identify and locate the original thirteen colonies on a map of North America.

**SS.5.G.2.1** Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the U.S.

*Students will:*

- identify factors that led to states' current boundaries, focusing on a variety of push-pull factors.
- describe how the Appalachian Mountains created a natural barrier for early Americans.

### **Supporting Standards**

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources.
- draw conclusions from primary and secondary sources.
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.G.1.6** Locate and identify states, capitals, and United States territories on a map.

*Students will:*

- identify each state's capital city from a list of state names as well as on a labeled map.
- identify a state given the name of its capital.
- locate and identify states and United States territories on an unlabeled map.

**Benchmarks/Learning Targets****Resources**

**SS.5.A.5.1** Identify and explain significant events leading up to the American Revolution.

*Students will:*

- describe the significance of the French and Indian War and its impact on England, the colonists, and Native Americans.
- explain the primary conflicts American colonists had with England and analyze how these unresolved conflicts led to the American Revolution.
- identify key events that led to the American Revolution.  
describe why American colonists protested against England and the colonists' methods of protest.

**Note:** Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, and the Powder Alarms.

**SS.5.A.5.2** Identify significant individuals and groups who played a role in the American Revolution.

*Students will:*

- identify political leaders of the American Revolution.
- evaluate the impact that significant individuals and groups had on the American Revolution.

**Note:** Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere, Patriots, Sons of Liberty, Daughters of Liberty, and Continental.

**SS.5.A.5.3** Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

*Students will:*

- explain the purpose of the Mayflower Compact and Declaration of Independence.
- explain the significance of the Declaration of Independence to both the Colonists and England.
- identify the motivation of Thomas Paine's pamphlet *Common Sense*.
- evaluate the impact the Magna Carta, the English Bill of Rights, the Mayflower Compact, and *Common Sense* had in influencing American independence, using excerpts of the original documents.

**SS.5.C.1.2** Define a constitution and discuss its purposes.

*Students will:*

- define the term constitution.
- describe the purpose of a constitution & how it affects society in the U.S.

**Note:** Students are **not** required to know specific aspects of the U.S. Constitution from memory.

**Social Studies Alive!****America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 10 pp.133 – 141 SE

Ch. 11 pp.147 – 155 SE

Ch. 12 pp.161 – 167 SE

ISN pp. 55 – 71 (available online)

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

Aftermath of the French and Indian War in the American Colonies: Conflicts with Native Americans (2:51)

British Taxation of the American Colonies after the French and Indian War (2:52)

**Websites**

Primary Resources from American Revolution

<http://www.pbs.org/ktca/liberty/chronicle.html>

The Magna Carta

<http://www.brainpop.com/educators/community/bp-topic/magna-carta/>

**SS.5.C.1.3** Explain the definition and origin of rights.

*Students will:*

- define the term natural rights, as outlined by John Locke.
- analyze how John Locke’s philosophy influenced the Declaration of Independence.
- describe the rights citizens are born with according to the Declaration of Independence.

**Note:** Students are **not** required to memorize parts of historical documents.

**SS.5.C.1.5** Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

*Students will:*

- define the meaning and purpose of the Bill of Rights.
- explain the concerns that led individuals to support or oppose the addition of the Bill of Rights.

**Note:** Students are **not** required to memorize parts of historical documents.

**SS.5.C.1.6** Compare Federalist & Anti-federalist views of government.

*Students will:*

- identify key components of the Anti-federalist gov’t that leaders set up under the Articles of Confederation.
- identify Anti-federalist views on the role of state and national government.
- identify key components of a federal system of government as envisioned by Federalists.
- compare & contrast Federalist and Anti-federalist views of government.

**Note:** Students are **not** required to memorize names of leaders on either side.

**SS.5.C.2.1** Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.

*Students will:*

- explain why many colonists would choose to side with the British during the American Revolution.
- describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- examine the potential motivations behind the “undecided” decision to avoid taking a side during the American Revolution.
- compare and contrast the political philosophy of Patriots, Loyalists, and “undecideds.”

**SS.5.C.2.2** Compare forms of political participation in the colonial period to today.

*Students will:*

- describe forms of political participation in the colonial period.
- compare forms of political participation during the colonial period to forms of political participation today, focusing on who participates and how they participate.

## Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events..
- draw conclusions from primary and secondary sources about historical events..
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

*Students will:*

- describe geographic features on a physical map and information on political maps.
- compare information on physical, political, and thematic maps.
- interpret information from maps based on historical events using historical maps that include accompanying dates to put the map in context.

**Benchmarks/Learning Targets**

**SS.5.A.5.4** Examine and explain the changing roles and impact of significant women during the American Revolution.

*Students will:*

- describe a woman's typical role during the American Revolution.
- identify women who fought on the battlefield alongside men during the American Revolution, including Molly Pitcher, Deborah Sampson, Anna Lane.
- explain the influences of Abigail Adams and Martha Washington during the American Revolution.
- identify women who made an impact in the American Revolution and explain their contributions to the war effort, including Phyllis Wheatley, Mercy Otis Warren, and Margaret Gage.

**SS.5.A.5.5** Examine and compare major battles and military campaigns of the American Revolution.

*Students will:*

- identify and describe the first battles of the American Revolution and their effects, including Lexington and Concord, Savannah, Charleston, Trenton, Princeton, and Bunker Hill.
- explain why the Battle of Saratoga was a turning point in the American Revolution.
- explain the significance of the Battle of Yorktown.

**Note:** Students are **not** required to know exact dates of battles.

**SS.5.A.5.6** Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

*Students will:*

- describe the contributions that France made to the outcome of the American Revolution.
- explain why foreign alliances were important to the outcome of the American Revolution, such as France, Spain, and the Netherlands.
- identify the contributions that individuals from other countries made to the American Revolution, including, but are not limited to, Marquis de Lafayette, Bernardo de Galvez, Baron Friedrich von Steuben, and Casimir Pulaski.

**Resources****Social Studies Alive!****America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 13 pp. 173-185 SE

ISN pp. 73-78

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

[The Women's Movement in the 1700s](#)

(4:30)

**Websites**

[Reading Comprehension Paul Revere's Ride](#)

[http://www.readworks.org/sites/default/files/passages/710\\_colonization\\_and\\_revolutionary\\_war\\_paul\\_reveres\\_ride.pdf](http://www.readworks.org/sites/default/files/passages/710_colonization_and_revolutionary_war_paul_reveres_ride.pdf)

[Reading Comprehension Revolutionary War and Valley Forge](#)

[http://www.readworks.org/sites/default/files/bundles/passages-colonization-revolutionary-war-valley-forge\\_files.pdf](http://www.readworks.org/sites/default/files/bundles/passages-colonization-revolutionary-war-valley-forge_files.pdf)

**SS.5.A.5.7** Explain economic, military, and political factors which led to the end of the Revolutionary War.

*Students will:*

- explain the British southern strategy and how its failure led to the end of the war.
- explain the Treaty of Paris and what it meant for the colonists, including the impact of foreign alliances
- explain the economics of the war for both England and the colonists. (Examples may include, but are not limited to,

**SS.5.A.5.8** Evaluate the personal and political hardships resulting from the American Revolution.

*Students will:*

- identify the effects the American Revolution had on families and individuals (both Patriots and Tories) including loss of family and property and dissent within families and between colonies.
- describe what life was like during the Revolutionary War for both the soldiers and the families left at home
- explain how inflation affected the colonies during the American Revolution, including, but not limited to, financing of the war effort, wartime inflation, and profiteering.
- explain the political challenges colonists faced because of the American Revolution.

### Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events..
- draw conclusions from primary and secondary sources about historical events..
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.C.2.1** Differentiate political ideas of Patriots, Loyalists, and “undecideds” during the American Revolution.

*Students will:*

- describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- compare and contrast the political philosophy of Patriots, Loyalists, and “undecideds.”

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

*Students will:*

- describe geographic features on a physical map and information on political maps.
- describe information found on a political map.
- compare information on physical, political, and thematic maps, including globes, and Geographic Information Systems, or GIS.

**Benchmarks/Learning Targets**

**SS.5.A.5.9** Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

*Students will:*

- describe the effect of land policies developed under the Confederation Congress on American settlers.
- describe the impact of land policies developed under the Confederation Congress on Native Americans.
- describe the reasons the Confederation Congress made slavery against the law in the Northwest Territory when it was legal in some of the original thirteen states.

**SS.5.A.5.10** Examine the significance of the Constitution, including its key political concepts, origins of those concepts, and their role in American democracy.

*Students will:*

- identify the significance of the Constitution of the United States of America.
- explain how the issue of representation was resolved during the Constitutional Convention.
- describe why some people opposed the new Constitution.
- describe the new federal system that was created by the Constitution.

**Note:** Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, and “bundle of compromises.”

**SS.5.C.1.1** Explain how and why the United States government was created.

*Students will:*

- identify economic problems the United States faced after the Revolutionary War.
- identify political problems the United States faced after the Revolutionary War.
- describe the powers the Articles of Confederation did and did not give Congress.
- explain the goals of the Constitutional Convention.
- describe the compromises made during the writing of the Constitution.

**Resources****Social Studies Alive!****America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 14 pp. 187 – 195 SE

Ch. 15 pp. 201 – 209 SE

ISBN pp. 79 – 89

**TCI Assessments**

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[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

[The Articles of Confederation](#) (5:12)

[Amendments](#) (6:21)

[Principles of the Constitution](#) (2:45)

**Websites**

[Archive Government Website on the Charters of Freedom](#)

<http://www.archives.gov/exhibits/charters/constitution.html#more>

[Reading Comprehension Branches of Government](#)

[http://www.readworks.org/sites/default/files/passages/730\\_branching\\_out.pdf](http://www.readworks.org/sites/default/files/passages/730_branching_out.pdf)

**SS.5.C.1.4** Identify the Declaration of Independence’s grievances and Articles of Confederation’s weaknesses.

*Students will:*

- describe the grievances against the English contained in the Declaration of Independence.
- identify powers the Articles of Confederation gave the state and the national governments, and some weaknesses and limits to federal authority.

**Note:** Students are **not** required to memorize parts of historical documents.

**SS.5.C.2.3** Analyze how the Constitution has expanded voting rights from our nation’s early history to today.

*Students will:*

- explain how groups have gained the right to vote since the Bill of Rights.
- analyze major events that contributed to changing attitudes toward expanded suffrage (e.g., populism, Civil War, women’s roles during WWI and the civil rights movement).

**Note:** Students will **not** be required to know exact dates groups were given voting rights or the number of amendment that legalized voting for a particular group.

**SS.5.C.2.4** Evaluate the importance of civic responsibilities in American democracy.

*Students will:*

- identify responsibilities citizens are expected to fulfill, such as respecting the law, serving on a jury, paying taxes, keeping informed on public issues, etc.
- evaluate the importance of civic responsibilities in American democracy.

**SS.5.C.2.5** Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

*Students will:*

- explain the importance of going beyond civic and political responsibilities to improve government and society, such as running for office, initiating changes in laws or public policy, working on political campaigns and working with others on civic issues.
- describe what could happen to a democracy if no one went beyond basic responsibilities.

**SS.5.C.3.1** Describe the organizational structure (legislative, executive and judicial branches) and powers of the federal government as defined in Articles I, II and III of the Constitution.

*Students will:*

- identify responsibilities of the legislative, executive and judicial branches of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.
- explain why the Constitution divided the federal government into three branches.

**SS.5.C.3.2** Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism and individual rights limit the powers of the federal government as expressed in the Constitution and the Bill of Rights.

*Students will:*

- define the terms popular sovereignty, rule of law, separation of powers, checks and balances, and federalism.
- explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and the Bill of Rights.
- describe why the Constitution and the Bill of Rights were written to limit the powers of the federal government.

**SS.5.C.3.3** Give examples of powers granted to the federal government and those reserved for the states.

*Students will:*

- identify powers granted to federal and state governments.
- compare and contrast the powers granted to the federal government to the powers reserved for the state government.

**Note:** Examples may include, but are not limited to, coining money, declaring war, creating public schools, making traffic laws, education, and the postal service.

**SS.5.C.3.4** Describe the amendment process as defined in Article V of the Constitution and give examples.

*Students will:*

- identify examples of amendments that were ratified and became part of the Constitution, including, but are not limited to, the Bill of Rights, and the 26th Amendment.
- explain why the writers of the Constitution included Article V into the document, including how the Constitution was designed to be changed.

**SS.5.C.3.5** Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

*Students will:*

- identify rights granted to citizens in the Bill of Rights, including, but not limited to, freedom of speech, freedom of religion, the right to assemble, right to a fair trial, and rights of the accused.
- explain the importance of the Bill of Rights to United States citizens.

**SS.5.C.3.6** Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

*Students will:*

- identify the judicial branch of government as the branch that interprets law and settles conflict.
- identify the Supreme Court as the highest court in the United States.
- describe the role of the courts in the American legal system in settling conflicts.
- explain the importance of having a judicial branch in the national government.

### Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events..
- draw conclusions from primary and secondary sources about historical events..
- use primary and secondary sources to interpret historical events.

**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**Benchmarks/Learning Targets****SS.5.A.6.1** Describe the causes and effects of the Louisiana Purchase.*Students will:*

- identify reasons the United States was interested in North American territory controlled by France.
- identify the key countries and individuals involved in the Louisiana Purchase.
- explain the effects of the Louisiana Purchase on the United States.

**SS.5.A.6.2** Identify roles and contributions of significant people during the period of westward expansion.*Students will:*

- explain the purpose and expectations for Lewis and Clark on their western expedition.
- describe Tecumseh's contributions to the Native American nations.
- describe the roles and contributions of significant people of the period, including Sacagawea, York, Thomas Jefferson Andrew Jackson, and Jean Baptiste Point Du Sable.

**SS.5.A.6.4** Explain the importance of the explorations west of the Mississippi River.*Students will:*

- explain the purpose of Lewis and Clark's western expedition.
- describe the importance of explorations west of the Mississippi River on the U.S. government.
- explain the importance of finding water sources in areas west of the Mississippi River.
- explain how exploring land west of the Mississippi River led to U.S. expansion and settlement.
- identify trails settlers used to reach the west coast of North America.
- describe the importance of Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, and the Oregon Trail.

**Note:** Students are **not** required to identify exact locations of explorations on a map.**SS.5.A.6.6** Explain how westward expansion affected Native Americans.*Students will:*

- explain how westward expansion affected the lives of Native Americans.
- describe the intent of the Indian Removal Act.
- explain the consequences of the Indian Removal Act.
- explain the Trail of Tears and the meaning behind its name.

**Resources****Social Studies Alive!****America's Past**Teachers' Curriculum Institute (TCI)

Ch. 16 pp. 215 - 225 SE

Ch. 17 pp. 231 - 245 SE

ISN pp. 91 – 101 (available online)

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)**Safari Montage**[How the USA Grew: 13 Colonies to 50 States](#) (27:55)[Manifest Destiny and Westward Expansion](#) (5:58)[Suffrage Movements and Winning the Right to Vote](#) (3:20)**Websites**[Reading Comprehension Beginning of Westward Expansion](#)[http://www.readworks.org/sites/default/files/750\\_westward\\_expansion\\_introduction\\_to\\_westward\\_expansion--passage.pdf](http://www.readworks.org/sites/default/files/750_westward_expansion_introduction_to_westward_expansion--passage.pdf)[Reading Comprehension: Westward Expansion Timeline](#)[http://www.readworks.org/sites/default/files/non\\_prose\\_westward\\_expansion\\_westward\\_expansion\\_timeline--passage.pdf](http://www.readworks.org/sites/default/files/non_prose_westward_expansion_westward_expansion_timeline--passage.pdf)

**SS.5.A.6.7** Discuss the concept of Manifest Destiny.

*Students will:*

- describe Manifest Destiny and evaluate its impact on United States' society.
- identify the ways that the United States spread across the entire North American continent from east to west.
- explain what events took place that allowed the United States to expand westward.

**SS.5.A.6.9** Describe the hardships of settlers along the overland trails to the west.

*Students will:*

- describe the geographic features and hardships the settlers experienced as they traveled on the overland trails to the west.
- describe the lifestyle on the wagon trail including, but not limited to, how settlers traveled, modes of shelter, food preparation, and dangers.

### Supporting Standards

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

*Students will:*

- describe geographic features on a physical map and information on political maps.
- describe information found on a political map.
- compare information on physical, political, and thematic maps, including globes, and Geographic Information Systems, or GIS.

**SS.5.G.1.3** Identify the major physical features of the United States on a map of North America.

*Students will:*

- explain geographic features found on a physical map of the North America.
- describe the key geographic features of North America, including, but not limited to, mountain ranges, rivers, and deserts. (Examples include Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rio Grande, Lake Okeechobee, and Mojave Desert.)

**SS.5.G.1.6** Locate and identify states, capitals, and the United States' territories on a map.

*Students will:*

- identify each state's capital city from a list of state names, as well as on a labeled map.
- identify a state given the name of its capital.
- locate and identify states and United States territories on an unlabeled map.

**Benchmarks/Learning Targets**

**SS.5.A.6.3** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

*Students will:*

- identify 19<sup>th</sup> century advances in transportation and communication.
- describe how 19<sup>th</sup> century advancements contributed toward westward expansion.
- explain the impact the steam powered boat and railroads had on the economy of the United States.
- explain the impact the Pony Express and the telegraph had on communication during the westward expansion.

**SS.5.A.6.5** Identify the causes and effects of the War of 1812.

*Students will:*

- identify causes of the War of 1812.
- identify effects of the War of 1812 on Native Americans, the United States, and England, including issues of nationalism, neutrality in trade, impressment, and border forts.

**Note:** Students are **not** required to identify specific battle dates.

**SS.5.A.6.8** Describe the causes and effects of the Missouri Compromise.

*Students will:*

- identify causes for the Missouri Compromise.
- identify effects of the Missouri Compromise.
- identify the issues Congress debated when they created the Missouri Compromise.

**SS.5.E.1.3** Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

*Students will:*

- identify inventions that made an impact on business productivity, including, but not limited to, Franklin stove, bifocals, double-sided needle, cotton gin, Turtle submarine.
- explain and evaluate how the cotton mill had an impact on business productivity.

**Resources**

**Social Studies Alive!**

**America's Past**

Teachers' Curriculum Institute (TCI)

Ch. 18 pp. 247 – 255

Ch. 19 pp. 260 -- 275

ISN pp. 103 -116

**TCI Assessments**

TCI Assessments are located at

[www.teachtci.com](http://www.teachtci.com)

**Safari Montage**

<http://safari3.volusia.k12.fl.us/SAFARI/montage/search.php?SearchValue=cotton%20gin>

**Websites**

The War of 1812 Extension Lessons

<http://www.weta.org/sites/default/files/press/Warof1812-EducatorPoster-FINAL.pdf>

Missouri Compromise

<http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html>

Turtle submarine

[http://www.history.navy.mil/library/online/sub\\_turtle.htm](http://www.history.navy.mil/library/online/sub_turtle.htm)

Franklin stove, bifocals, other inventions

<http://www.ushistory.org/franklin/info/inventions.htm>

Cotton Mill

[http://www.americaslibrary.gov/jb/nation/jb\\_nation\\_cotton\\_1.html](http://www.americaslibrary.gov/jb/nation/jb_nation_cotton_1.html)

The Pony Express

<http://www.nps.gov/poex/index.htm>

Pony Express, Oregon Trail, Mormon Trail, and Transcontinental Railroad

<http://www.blm.gov/wy/st/en/NHTIC/educate/plans.html>

## Supporting Standards

**SS.5.A.1.1** Use primary and secondary sources to understand history.

*Students will:*

- analyze primary and secondary sources to interpret historical events.
- draw conclusions from primary and secondary sources about historical events.
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**SS.5.A.1.2** Utilize timelines to identify and discuss time periods in American history.

*Students will:*

- identify events or dates from a timeline.
- order historical events using a historical timeline.
- interpret information from historical timelines.

**SS.5.E.1.1** Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

*Students will:*

- identify trades and industries that contributed to economic growth in North America from pre-Columbian times to 1850 and evaluate their importance.

**SS.5.G.1.1** Interpret current and historical information using a variety of geographic tools.

*Students will:*

- describe geographic features on a physical map and information on political maps.
- compare information on physical, political, and thematic maps.
- interpret information from maps based on historical events using historical maps that include accompanying dates to put the map in context.

# Making Connections

## Language Arts Florida Standards

**Language Arts- Florida Standards for K–5 literacy in *history/social studies*, science, and technical subjects are integrated into the K–5 Reading, Writing, Speaking and Listening, and Language standards.**

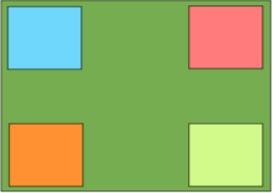
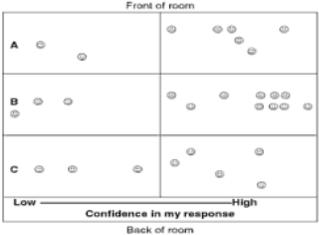
<b>LAFS.5.RI.1.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>LAFS.5.RI.2.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>LAFS.5.RI.2.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>LAFS.5.RI.3.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>LAFS.5.RI.4.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>LAFS.5.W.1.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
<b>LAFS.5.W.1.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>LAFS.5.W.2.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
<b>LAFS.5.W.3.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>LAFS.5.W.3.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>LAFS.5.W.3.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>LAFS.5.SL.1.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>LAFS.5.SL.1.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>LAFS.5.SL.2.4</b>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<b>LAFS.5.SL.2.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<b>LAFS.5.L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>LAFS.5.L.3.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

# Recommended Formative Assessments

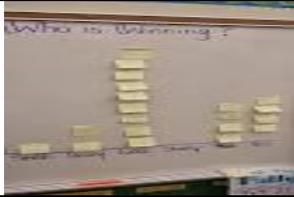
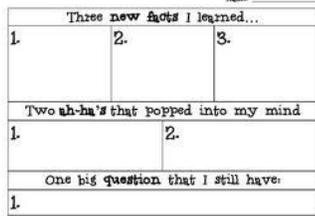
## Social Studies K-5

Name	Description	Additional Information				
<b>A &amp; D Statements</b>	<i>A &amp; D Statements</i> analyze a set of “fact or fiction” statements. First, students may choose to agree or disagree with a statement or identify whether they need more information. Students are asked to describe their thinking about why they agree, disagree, or are unsure. In the second part, students describe what they can do to investigate the statement by testing their ideas, researching what is already known, or using other means of inquiry.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Statement</th> <th style="width: 50%;">How can you find out?</th> </tr> </thead> <tbody> <tr> <td>All landmarks are man- made in the United States. __agree __disagree __it depends on __ __not sure My thoughts:</td> <td></td> </tr> </tbody> </table>	Statement	How can you find out?	All landmarks are man- made in the United States. __agree __disagree __it depends on __ __not sure My thoughts:	
Statement	How can you find out?					
All landmarks are man- made in the United States. __agree __disagree __it depends on __ __not sure My thoughts:						
<b>Agreement Circles</b>	<i>Agreement Circles</i> provide a kinesthetic way to activate thinking and engage students in argumentation. Students stand in a circle as the teacher reads a statement. They face their peers still standing and match themselves up in small groups of opposing beliefs. Students discuss and defend their positions. After some students defend their answers, teacher can ask if others have been swayed. If so, students stand up. If not, students explain their thinking and tell why they disagreed. After students share their explanations of disagreement, the teacher will poll the group to find out who has changed their positions. For use when students have had some exposure to the content.	<p style="text-align: center;">Constitution</p> <ol style="list-style-type: none"> <li>Government was established through a written Constitution.</li> <li>The Constitution of the United States is the supreme law of the land.</li> <li>Government gains its power from the people.</li> </ol>				
<b>Commit and Toss</b>	<i>Commit and Toss</i> is an anonymous technique used to get a quick read on the different ideas students have in the class. Students are given a question and asked to answer it and explain their thinking. They write this on a piece of paper. The paper is crumpled into a ball. Once the teacher gives the signal, they toss, pass, or place the ball in a basket. Students take turns reading their "caught" responses. Once all ideas have been made public and discussed, engage students in a class discussion to decide which ideas they believe are the most plausible and to provide justification for the thinking. <i>Note:</i> This is a fun, engaging technique! Be careful not to overuse it, or it will lose its effectiveness.	<p style="text-align: center;">Exploration</p> <p>The Spanish King sent explorers to North America for a variety of reasons. What do you think was the main reason?</p> <ol style="list-style-type: none"> <li>to share gold with the American Indians.</li> <li>to find new routes to Africa.</li> <li>to claim land and convert American Indians to the Catholic religion.</li> <li>become allies with the American Indians.</li> </ol> <p>Explain your thinking. Describe the reason for the answer you selected.</p>				
<b>Concept Card Mapping</b>	<i>Concept Card Mapping</i> is a variation on concept mapping. Students are given cards with the concepts written on them. They move the cards around and arrange them as a connected web of knowledge, and create linkages that describe the relationship between concepts.	<p>Student Instructions:</p> <ol style="list-style-type: none"> <li>Think about the question.</li> <li>In your head, compose some sentences or statements to answer the question.</li> <li>When the paper comes to you, read the other sentences or statements, and add something new.</li> </ol>				
<b>Directed Paraphrasing</b>	<i>Directed Paraphrasing</i> provides an interesting, creative, and challenging way for students to summarize what they learned in their own words, use appropriate social studies terminology, and consider the best way to communicate their understanding to a specific audience. When one has to explain something to others, one's own learning increases.	<p>Prompt students to express the definition or explanation of a concept in their own words.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Original Text</th> <th style="width: 50%;">Summary</th> </tr> </thead> <tbody> <tr> <td>Organisational Development (OD) practitioners assume that it is important for people to be accepted by their work group and that the climate in most groups and organisations does not encourage open expression of feelings. The necessity of hiding feelings, OD practitioners believe, has a negative effect not only on group member's willingness and ability to solve problems constructively, but also on job-satisfaction and performance. Encouraging openness can be difficult and risky, but it can also lead to greater job-satisfaction and more effective group performance.</td> <td> <p><i>Notice how the summary begins by introducing the authors. This type of referencing is called "strong author orientation" and is appropriate when you wish to emphasize "why" said what.</i></p> <p><b>Stoner and Wansel (1986) conclude that it is the view of Organisational Development (OD) practitioners that a better and more enjoyable team effort can result if the workplace environment encourages emotional openness.</b></p> </td> </tr> </tbody> </table>	Original Text	Summary	Organisational Development (OD) practitioners assume that it is important for people to be accepted by their work group and that the climate in most groups and organisations does not encourage open expression of feelings. The necessity of hiding feelings, OD practitioners believe, has a negative effect not only on group member's willingness and ability to solve problems constructively, but also on job-satisfaction and performance. Encouraging openness can be difficult and risky, but it can also lead to greater job-satisfaction and more effective group performance.	<p><i>Notice how the summary begins by introducing the authors. This type of referencing is called "strong author orientation" and is appropriate when you wish to emphasize "why" said what.</i></p> <p><b>Stoner and Wansel (1986) conclude that it is the view of Organisational Development (OD) practitioners that a better and more enjoyable team effort can result if the workplace environment encourages emotional openness.</b></p>
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**Recommended Formative Assessments, Social Studies K-5, continued**

Name	Description	Additional Information						
<b>Fact First Questioning</b>	<i>Fact First Questioning</i> is a higher-order questioning technique used to draw out students' knowledge. It takes a factual "what" question and turns it into a deeper "how" or "why" question. The teacher states the fact first and then asks students to elaborate, enabling deeper thinking processes that lead to a more enduring understanding of social studies concepts.	<table border="1"> <tr> <td align="center" colspan="2">Examples of Fact First Questions</td> </tr> <tr> <td>Ponce de Leon was an explorer. Why did European explorers come to Florida?</td> <td></td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Examples of Fact First Questions		Ponce de Leon was an explorer. Why did European explorers come to Florida?			
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Ponce de Leon was an explorer. Why did European explorers come to Florida?								
<b>Four Corners</b>	<i>Four Corners</i> is a kinesthetic way to organize groups into categories. Corners are labeled: Strongly agree, agree, disagree and strongly disagree. Present a controversial text-based statement and have students go to the corner that best fits their opinion. Students then pair up to defend their opinion with text based evidence. The teacher circulates and records comments. Next, during whole group discussion, opinions are defended and/or students can return to their desks to write a brief defense of their opinion.							
<b>Frayer Model</b>	<i>Framer Model</i> graphically organizes prior knowledge about a concept into an operational definition, characteristics, examples, and non-examples. It provides students with the opportunity to clarify their thinking about a concept and communicate their understanding.	<table border="1"> <tr> <td>Definition</td> <td>Facts/Characteristics</td> </tr> <tr> <td>Examples</td> <td>Non-examples</td> </tr> </table> <p align="center"><small>Framer Model Template</small></p>	Definition	Facts/Characteristics	Examples	Non-examples		
Definition	Facts/Characteristics							
Examples	Non-examples							
<b>Human Scatterplots</b>	<i>Human Scatterplots</i> is a quick, visual way for teacher and students to get an immediate classroom snapshot of students' thinking and the level of confidence students have in their ideas. This formative can be used at the beginning of a lesson or sequence of instruction to bring out students' initial ideas and motivate them to want to further explore and discover ideas. A paper version can be used instead of a human graph.	<p align="center"><b>Human Scatterplot for "What's the Constitution?"</b></p> 						
<b>I Used to Think... But Now I Know...</b>	<i>I Used to Think...But Now I Know</i> is a self-assessment and reflection exercise that helps students recognize if and how their thinking has changed at the end of a sequence of instruction. An additional column can be added to include, "And This Is How I Learned It" to help students reflect on what part of their learning experiences helped them change or further develop their ideas.	<table border="1"> <tr> <th align="center">I USED TO THINK...</th> <th align="center">BUT NOW I KNOW...</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	I USED TO THINK...	BUT NOW I KNOW...				
I USED TO THINK...	BUT NOW I KNOW...							
<b>Question Generating</b>	<i>Question Generating</i> is a technique that switches roles from the teacher as the generator of questions to the student as the question generator. The ability to formulate good questions about a topic can indicate the extent to which a student understands ideas that underlie the topic. This technique can be used at the beginning of instruction in a topic to find out what students already know about the topic. Teachers can have students exchange or answer their own questions, revealing further information about the students' ideas related to the topic.	<p align="center"><b>Question Generating Stems:</b></p> <ul style="list-style-type: none"> <li>• Why does___?</li> <li>• How does___?</li> <li>• What if___?</li> <li>• What could be the reason for___?</li> <li>• What would happen if___?</li> <li>• How does___compare to___?</li> <li>• How could we find out if___?</li> </ul>						

**Recommended Formative Assessments, Social Studies K-5, continued**

Name	Description	Additional Information
<p align="center"><b>Sticky Bars</b></p>	<p><i>Sticky Bars</i> help students recognize that there is often a range of ideas students in the class have about a topic. Students are presented with a short answer or multiple-choice question. The answer is anonymously recorded on a sticky note and passed in to the teacher. The teacher or a student arranges the notes on the wall or whiteboard, as a bar graph, representing the different student responses. Students then discuss the data and what they think the class needs to do in order to come to a common understanding.</p>	
<p align="center"><b>Thinking Log</b></p>	<p><i>Thinking Logs</i> help the teacher identify areas where the students are aware of their own learning successes or challenges. The information can be used to provide interventions for individual or groups of students, as well as match students with peers who may provide learning support. Use impromptu moments during a learning experience or at the end of a lesson for students to record information in their Thinking Logs. Students choose the thinking stem that would best describe their thinking at that moment. Provide a few minutes for students to write down their thoughts using the stem.</p>	<ul style="list-style-type: none"> <li>• I was successful in...</li> <li>• I figured out...</li> <li>• I got confused when...so I...</li> <li>• I think I need to redo...</li> <li>• I need to rethink...</li> <li>• I first thought...but now I realize...</li> <li>• I will understand this better if I...</li> <li>• The hardest part of this was...</li> <li>• I figured it out because...</li> <li>• I really feel good about the way...</li> </ul>
<p align="center"><b>Think-Pair-Share</b></p>	<p><i>Think-Pair-Share</i> combines thinking with communication. The teacher poses a question and gives individual students time to think about the question. Students then pair up with a partner to discuss their ideas. After the pairs discuss, students share their ideas in a small-group or whole-class discussion (Kagan).</p>	<p>This formative can be used during any stage of instruction. Using different pairing strategies will ensure that students have the opportunity to collaborate with students other than the ones who sit next to them, and will allow students to interact with a variety of peers during the phases of interactive learning.</p>
<p align="center"><b>Two-Minute Paper</b></p>	<p><i>Two-Minute Paper</i> is a quick and simple way to collect feedback from students about their learning at the end of an activity, field trip, lecture, video, or other type of learning experience. Write two questions on the board or on a chart to which students respond. Give students two minutes to write and then collect their papers. After their responses have been analyzed, share the results with students the next day, letting them know how you are going to use the feedback they shared with you.</p>	<ul style="list-style-type: none"> <li>• What was the most important thing you learned today?</li> <li>• What did you learn today that you didn't know before class?</li> <li>• What important question remains unanswered for you?</li> <li>• What would help you learn better tomorrow?</li> </ul>
<p align="center"><b>3-2-1</b></p>	<p><i>3-2-1</i> provides a structured way for students to reflect on their learning. Students respond in writing to three reflective prompts, providing six responses that describe what they learned from a lesson or instructional sequence. This technique scaffolds students' reflections by providing an opportunity to share their success in learning difficult or new concepts, as well as recognize what was challenging for them.</p>	<ul style="list-style-type: none"> <li>• Three key ideas I will remember</li> <li>• Two things I am still struggling with</li> <li>• One think that will help me tomorrow</li> </ul> 

# COGNITIVE COMPLEXITY: Low, Moderate, High

## What Does It Mean?

The benchmarks in the Next Generation Sunshine State Standards (NGSSS) identify knowledge and skills students are expected to acquire at each grade level, with the underlying expectation that students also demonstrate critical thinking.

The categories—**low complexity**, **moderate complexity**, **high complexity**—form an ordered description of the demands a test item may make on a student. Instruction in the classroom should match, at a minimum, the complexity level of the learning target in the curriculum map.

<u>Low Complexity</u>	<u>Moderate Complexity</u>	<u>High Complexity</u>
<p>Low-complexity items may require students to recall and recognize previously learned concepts, facts, and principles. Items typically require a single step or simple demonstration of social studies skills and abilities. Items in this category do not necessarily require the student to apply previously learned information in a new scenario or context. Skills required to respond to low-complexity items may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>define</b> the correct meanings of social-studies-related words, concepts, and terminology</li> <li>• <b>identify</b> or <b>recall</b> common contemporary or historical events, actions, personalities, or concepts</li> <li>• <b>utilize</b> a chart, table diagram, graph, or image to recall or recognize information</li> <li>• <b>identify</b> characteristics of a group, place, or event</li> </ul>	<p>Moderate-complexity items involve greater flexibility of thought and choice among alternatives than low-complexity items. Items require a response that goes beyond the habitual, is not specified, and ordinarily has more than a single step or thought process. The student is expected to apply previously learned material in new ways—using informal methods of reasoning and problem-solving strategies—and to bring together skills and knowledge from various domains. Skills required to respond to moderate-complexity items may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>apply</b> or <b>infer</b> cause-and-effect relationships</li> <li>• <b>identify</b> outcomes of particular cause-and-effect relationships</li> <li>• <b>identify</b> the significance of historical or contemporary events, actions, personalities, or concepts</li> <li>• <b>categorize</b> historical or contemporary people, places, events, or concepts</li> <li>• <b>determine</b> the relationship between historical or contemporary events, actions, personalities, or concepts</li> <li>• <b>explain</b> historical or contemporary problems, patterns, or issues</li> </ul>	<p>High-complexity items make heavy demands on student thinking. Students must engage in more abstract reasoning, planning, analysis, judgment, and creative thought. The items often involve multiple steps and require the student to think in an abstract, sophisticated way. Skills required to respond to high-complexity items may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• <b>solve</b> or <b>predict</b> the outcome of a problem</li> <li>• <b>generalize</b> or <b>draw</b> conclusions when presented with historical or contemporary information</li> <li>• <b>provide</b> justification for events, actions, or issues in the past or current timeframe</li> <li>• <b>predict</b> a long-term result, outcome, or change within society</li> <li>• <b>analyze</b> how changes have influenced people or social institutions</li> <li>• <b>recognize</b> and explain historical or contemporary misconceptions</li> <li>• <b>analyze</b> similarities and differences between historical or contemporary events</li> </ul>