

## GRADE 5: CHANGE AND IMPACT

### Considerations for Curriculum Development

#### **Fifth Grade Contextual Theme: The United States**

*The story of my nation -- its government, economy, geography and history.*

#### **Assumptions and Goals of Curriculum Development**

The focus of grade 5 will constitute a series of explorations about the people, places and things that make up the story of our nation, the United States. Students will expand their inquiries about Kentucky to the nation, while applying the disciplinary core concepts of civic mindedness, economic decision making, geographical reasoning and historical thinking through multiple perspectives and viewpoints. While the primary focus of this grade level will be to explore the United States, connections should be made to Kentucky and to the global community wherever appropriate. Throughout grade 5, students should be afforded ample opportunities to engage in all Practices of the Inquiry Cycle.

**Summative grade level compelling questions may include, but are not limited to, the following:**

What makes America unique?

Who are the faces of America?

How has the story of America changed over time?

What has been the role of innovation in the economic development of the United States?

#### **Contextual Inquiries by Disciplinary Core Concept**

##### **Civic Mindedness**

What are the purposes of the U.S. Constitution?

What is the origin, structure and purposes of the U.S. government?

What are the roles, rights and responsibilities of U.S. citizens?

Who are important national leaders?

What goods and services does the federal government provide?

What is the role of federalism in the United States?

How are powers shared across the three branches of government?

Do U.S. citizens enjoy the same basic principles of democracy they do today as in the past?

## **Economic Decision Making**

What goods and services does the U.S. government provide for its citizens?  
What resources are located in the United States?  
What are ways people in the United States earn income?  
What goods and services are made in the United States?  
What goods and services are imported to and exported from the United States?  
How have economic markets changed over time?  
What is the role of supply and demand and competition in the U.S. economy?  
Who are trading partners with the United States?

## **Geographical Reasoning**

Where is the United States located?  
Why do we have states and where are they?  
What are capitals of states and other significant cities in the United States?  
What are physical characteristics of the United States?  
How similar are regions in the United States?  
What were some of the early cultures of the United States and how has that changed over time?  
What have been the interactions of different groups of people within the United States?  
What were the settlement patterns of early Americans?  
Where do people live in the United States today?  
What are the push and pull factors of migration to and from locations in the United States or internationally?  
How have Americans modified or adapted their physical environments?  
What values, practices and traditions do Americans have based on the regions they live in?

## **Historical Thinking**

What are some of America's myths, folklore and legends?  
What are significant historical figures, documents, symbols and songs specific to the United States?  
What conflicts or wars has the United States experienced in the past?  
How has technology impacted the United States over time?  
How has immigration changed over time, as well as the reasons for immigration?  
How can we classify significant historical events into broad historical eras to represent America's past?

## **Civic Mindedness**

**5.CM.1 Civic and Political Institutions** *Examine the origins, functions and structure of the U.S. Constitution to determine how it provides structure to protect citizens and equal opportunities within the framework of laws.*

**5.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Demonstrate deliberative procedures when making decisions and reaching judgments as an individual and as a group.*

**5.CM.3 Processes, Rules and Laws** *Explain how rules and laws promote the general welfare using historical and contemporary examples.*

**Key Idea:** The nation's government and its decisions serve the general welfare.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

What does the United States Constitution say about government?

How can decisions promote the general welfare of the nation?

Do rules and laws make the nation a better place?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is the purpose of the United States Constitution?

What intentional procedures can be used when making decisions and judgements?

What does the general welfare mean?

**Fundamental Understandings:**

*Students will understand the following:*

- The United States government was established to ensure equal rights and protection under the law.
- When making group decisions, we have to do what is best for everyone.
- Rules and laws are always changing in order to meet the needs of citizens.

**Key Concepts:**

*May include, but are not limited to the following:* Amendments, Articles of Confederation, bias, Bill of Rights, branches of government, cause and effect, checks and balances, citizens, common defense, compromise, conflict, cooperation, cost-benefit analysis, decision-making process, deliberative procedures, domestic tranquility, elections, federalism, forms of government, freedom, function of the Constitution, functions of government, general welfare of society, government services, judgements, justice, law-making process, liberty, national leaders, origins of the Constitution, perspective, point of view, Preamble, resolution, rights and responsibilities, social institutions, structure of the Constitution, types of democracies, voting, etc.

## **Economic Decision Making**

- 5.EDM.4 Economic Decision Making** *Evaluate economic decisions using cost-benefit analysis.*
- 5.EDM.5 Exchange and Markets** *Describe the role of competition in the determination of prices and wages and explain how profits influence sellers in a market.*
- 5.EDM.6 National Economy** *Describe government spending on goods and services and analyze the impact of these goods on the standards of living.*
- 5.EDM.7 Global Economy** *Analyze the effects of increasing economic interdependence on different groups within participating nations.*

**Key Idea:** Our government is influential in the processes of production, consumption and distribution of goods, as well as decisions about the economy.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

How are sound economic investments or decisions made?  
What happens when there is only one seller in a market?  
How does the government pay for the goods and services it buys?  
Why do nations need to depend on one another?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What is cost-benefit analysis?  
What is supply and demand?  
What are taxes?  
Who are our trading partners?

**Fundamental Understandings:**

*Students will understand the following:*

- When making economic decisions, we must determine if the benefits of the outcome will outweigh the costs.
- Competition in a market allows price to change in response to changes in supply and demand.
- Taxes and their role in the national economy.
- Government spending can affect taxpayer's incomes.
- Resources, technology and trade influence where our goods and services are produced.

**Key Concepts:**

*May include, but not limited to the following:* analysis, businesses, buyers, cause and effect, choices, competition, consumption, cost-benefit, distribution, division of labor, economic decision-making, exports, goods, imports, incentives, industrialization, interdependence, markets, monopoly, price, production, productivity, profits, public goods and services, resources, scarcity, sellers, services, specialization, standards of living, supply and demand, surplus, taxes, technology, trade, wages, etc.

## **Geographical Reasoning**

**5.GR.8 Spatial Views of the World** *Explain relationships between the locations of places and regions and their environmental characteristics using maps, satellite images and other models.*

**5.GR.9 Human-Environment Interaction** *Describe how changing environmental and cultural characteristics of places and regions influence how people modify and adapt to their environments and impact population distribution.*

**5.GR.10 Human Populations Spatial Patterns and Movements** *Analyze the effects of devastating environmental events and technological advancements on human settlement and movement.*

**5.GR.11 Global Interconnections** *Explain how natural and human-made disasters in one place affect people living in other places.*

**Key Idea:** People are continually moving, modifying and adapting to their environment.

**Students, who demonstrate an understanding of these standards, can address the following compelling questions:**

What tools should we use to study the relationships between places and regions?

How have people modified the physical environment of the United States?

Why would someone want to move to a new place?

How do disasters affect people and places?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

How can we classify characteristics of places and regions?

Can people live places now they could not have lived in the past?

What are push and pull factors?

Why would someone want to move to a new place?

What are types of disasters the United States has experienced?

**Fundamental Understandings:**

*Students will understand the following:*

- Geographic representations help us to understand the relationships between places.
- People are continually modifying and adapting to their environments to satisfy their needs.
- There are unfavorable and favorable reasons someone would leave a place.
- The effects of major disasters are far reaching.

**Key Concepts:**

*May include, but not limited to the following:* adaptations, characteristics, cultural characteristics, communications, compromise, conflicts, cooperation, devastating environmental events, directions, environmental locations, geographic models, human activities, human settlement, immigration, industrialization, interactions, interdependence, landforms, maps, migration, modifications, movement, natural resources, places, population distribution, push and pull factors, regions, satellite images, social institutions, technological advancements, themes of geography, transportation, etc.

## **Historical Thinking**

**5.HT.12 Chronological Reasoning: Causation and Continuity** *Analyze and explain why individuals and groups impacted significant historical developments and events.*

**5.HT.13 Historical Understanding: Contextualization and Perspectives** *Explain how connections among historical contexts and people's perspectives influenced the development of historical sources during the same historical time period.*

**5.HT.14 Historical Arguments** *Develop claims about historical developments and events utilizing evidence from historical sources.*

**5.HT.15 Interpretation and Synthesis** *Infer the intended audience and purpose of a historical source by sourcing the document in order to generate questions about how it relates to particular events and developments.*

**Key Idea:** In order to understand the present and plan for the future, we must understand the past.

**Students, who demonstrate understanding of these standards, can address the following compelling questions:**

Why do we decide to take action?

How were people's perspectives influenced by attitudes of the past?

How do we know what we know?

Is everyone's opinion about the past equally important?

**Students, who demonstrate understanding of these standards, can address the following supporting questions:**

What are motivating factors?

What are historical contexts?

What is the best evidence to use?

How do we evaluate a source?

**Fundamental Understandings:**

*Students will understand the following:*

- People do things for their own reasons.
- History is an account of the past that can be interpreted through multiple perspectives.
- It is important to use the right kind of evidence.
- The purpose of a source can help us to understand its value.

**Key Concepts:**

*May include, but not limited to the following:* argument, broad historical periods and eras in U. S. history, cause and effect, change over time, chronological sequences, claims, close reading, compare and contrast, compromise, conflict, consensus, corroboration, culture, evidence, groups, historical contexts, historical method, historiography, individuals, motivation, perspective, points of view, primary sources, resolution, secondary sources, significant historical developments, significant historical events, sourcing documents, etc.