



K-12 Social Studies Guidance Document Introduction



This resource was designed to be given to any educator in a social studies class. It is meant to be a lesson building guide, choosing an element from each section to focus on. Read the box descriptors for more information.

The Disciplinary Skills and Process Standards are listed here and are how scholars work with the content. They have been modified for clarity. Teachers should use or reference these standards during instructional planning.

Fifth Grade: United States American Revolution to Industrialism (1763-1877)

Students must be able to...
(Disciplinary Skills and Process Standards)

- create and use chronological sequencing
- explain history's impact on personal lives & society
- generate questions
- explain multiple perspectives
- analyze primary and secondary sources incl. credibility and perspective
- construct arguments using claims & evidence
- construct explanations
- summarize central claims
- Explain probable causes and effects

Students should be able to answer the compelling question by the END of the year. Units, lessons, and assessments should be connected to this question.

Compelling Question

How did historical events and ideas contribute to the development of the United States' unique identity?

Priority Content Standards

Students must learn...
(Essential Content Knowledge Standards)

- American Revolution
- Constitutional Convention
- Westward Expansion
- Civil War
- Reconstruction
- American Industrialization
- Immigration
- Evolution of Citizenship

Students must learn... comes from the list of **required content** from the standards document. Think of these as the "units of study." What specifics and the pacing are taught are determined by the local education agency.

The Priority Standards were chosen by reviewing the essential content knowledge and determining which standards align with the majority of the content. By the end of the year, students should have, *at minimum*, these standards mastered. **TEACHERS SHOULD AIM TO TEACH ALL OF THE STANDARDS.**

C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Industrialization.

...using primary and secondary sources to examine historical and contemporary means of a changing society through law and address public problems.

C2.2 Compare the benefits and costs of individual choices within the context of key historical events.

...Describe how government decisions on taxation, spending, protections, and regulation affected the national economy of the period studied.

...use and construct maps and graphs to represent changes in the United States.

...use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

...use primary and secondary sources to describe how diverse groups shaped the United States' multicultural society within the historical frame.

Academic Vocabulary as Seen on State Assessment	Content Specific Vocabulary
effect, as is, best support, claim, connection, correct order, diagram, differences, evidence, express, identify, information, illustration, most likely, opinion, passage, phrase, point of view, response, sequence, similarities, source, statement, structure, summarize, theme	abolition, Anti-Federalist, Bill of Rights, checks and balances, enslavement, federalism, Federalist, immigration, industrialism, innovations, Jim Crow Laws, loyalist, market economy, migration, patriot, push/pull factors, ratification, removal/displacement, revolution, secede, secession, suffrage, tenements, territorial expansion, urbanization

Social Studies teachers should support the state assessment by using and teaching academic vocabulary that students will see across content areas and on standardized tests.

Content Specific Vocabulary are the essential terms that all students in the grade level should know, *at a minimum*, to be successful in future grades. **This is not a complete list**

These strategies are aligned with the Disciplinary Skills and Processes Standards (Students will be able to... on page one). Teachers can choose a piece of text, audio, visual primary, or secondary source and use these instructional strategies with the content being studied.

Teacher's following this guide will also be supporting ELA standards. The standards listed here are the ELA standards (some modified to include social studies terms and connections) that align with the Disciplinary Skills and Processes Standards (page one)

Grade: United States S

Skills and Instructional Strategies:

Use chronological sequencing

- [Human Timeline](#)

Compare history to today

- [Here Now/There Then](#)

Generate questions

- [Question Formulation Technique \(QFT\)](#)

Explain multiple perspectives and connect to the historical context

- [Discussion Diamond*](#)
- [Circle of Viewpoints](#)

Determine the credibility of primary and secondary sources

- [Historical Thinking Chart](#)

Analyze primary and secondary sources

- [Library of Congress Primary Source Analysis](#)
- [CyberSandwich EduProtocol](#)

Analyze and evaluate sources

- [Historical Thinking Chart](#)

Summarize central claims

- [Summarizing strategies](#)

Construct arguments using claims and evidence

- [What makes you say that?](#)
- [Claim Support Question](#)

Present explanations in print, oral, and digital

- [Mini-Report EduProtocol Remix](#)
- [8 pARTS](#)
- [Worst Preso Ever](#)

Explain causes and effects, main idea, and use evidence

- [Connect, Extend, Challenge](#)

Social Studies and ELA Connections

Analyze Primary and Secondary sources to understand the text and make inferences about the information presented in the text. (5.RI.1, 5.SP3.5)

Determine main ideas/central claims in a text/source and explain how the information in the text/source supports that main idea/claim. (5.RI.2, 5.SP3.3, 5.SP4.3)

Explain the relationships (cause and effect) or interactions between individuals, events, ideas or concepts in a historical text/source (5.RI.3, 5.SP4.1)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (5.RI.5, 5.SP1.1)

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.RI.6, 5.SP2.1)

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. (5.RI.7, 5.SP3.3)

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5.RI.8, 5.SP4.2)

Integrate information from several texts on the same topic to write or speak about the subject knowledgeably. (5.RI.9, 5.SP3.7)

Essential Sources:

- American Revolution
 - [Join or Die](#)
 - [The Revolutionary War Animated Map](#)
- Constitutional Convention
 - [Overview of the Preamble - Annotated](#)
 - [Separation of Powers \(PBS\)](#)
 - [Bill of Rights](#)
- Westward Expansion
 - [Lewis and Clark Exhibition](#)
 - [Indian Boarding Schools](#)
 - [Map of the United States Including Western Territories](#)
- Civil War
 - [Timeline of the Civil War](#)
 - [Proclamation of Emancipation](#)
- Reconstruction
 - [13-15th Amendments](#)
 - [The Fifteenth Amendment Print](#)
- American Industrialization
 - [Inventions of Industrial Revolution](#)
- Immigration
 - [Immigrati](#)
- Evolution of
 - [Discrim](#)
 - [Other](#)

This is a guidance document. Please refer to your school/district policies when teaching curriculum. This is not an endorsement of any particular resource or curriculum. Please visit <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>

Sources are aligned with priority standards as well as Students Must Learn...(page one) For elementary grades, teachers will find readings and built-out lesson plans while in the higher grades, we focused more on primary sources that students should be analyzing.

DISCLAIMER: THIS DOCUMENT IS INTENDED TO PROVIDE GUIDANCE. Please refer to district plans and curriculum. ADE does not endorse or support any particular resource or curriculum. This is not meant to be a comprehensive or definitive document.