

**Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.**



South Bend Community School Corporation

5th Grade Social Studies Lesson/Standard Correlation

Learning Outcomes

History		Civics & Government	Geography	Economics
Students describe the historical movements that influenced the development of the United States from pre-Columbian times to 1800, with an emphasis on the American Revolution and the founding of the United States		Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.	Students use global grid systems; identify climate regions; describe physical and cultural characteristics; and locate states, capitals, and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.	Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.
Chapter	Lesson	Standard		
1	Investigate (TE, RC): Activate Knowledge Lesson 1 (TE, IJ, RC): Early People of North Am. Lesson 1 (IO): Investigate Analyze Information Engage (TE, IJ): Inquiry Project Be a SS Det. (TE, RC): Special Purp. Maps The Impact Today (IJ): Geography of the Western Hemisphere Invest. IN (IO): Statehood Brings Change to IN	5.H.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.		
		5.H.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. • Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology		
		5.G.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)		
		5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)		

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		5.G.3 Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within.
		5.G.4 Use maps to describe the characteristics of climate regions of the United States.
		5.G.5 Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.
		5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) • Examples: trade with the French.
	Investigate Indiana (IO): Indiana Long Ago Investigate Indiana (IO): An Idea Called Indiana Investigate Indiana (IO): Jefferson’s Plan for IN Chapter 1 (IEM TG): A Wise Use of Resources	5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
	Engage (TE, IJ): Inquiry Project Lesson 2 (TE, IJ, RC): Native Americans of the Desert Southwest Lesson 2 (IO): Lesson Video: Native Americans of the Southwest	5.H.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
	Lesson 2 (TE, RC): Native Am. of the Desert SW Lesson 2 (IO): The Apache Wickiups Lesson 2 (IO): Lesson Video: Native Americans of the Southwest	5.H.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. • Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.
	Lesson 3 (TE, IJ, RC): Native Peoples of the Pacific Coast	5.H.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
		5.H.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. • Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		and economic organization, and types and uses of technology.
		5.G.4 Use maps to describe the characteristics of climate regions of the United States.
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
	Lesson 4 (IO): Life on the Plains	5.H.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.
	Lesson 4 (TE, IJ, RC): Native Americans of the Plains	5.H.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. • Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
		5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) • Examples: trade with the French.
	Lesson 5 (TE, IJ, RC): Native Americans of the Eastern Woodlands	5.H.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries. • Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology
	Take Action (TE, IJ) Inquiry Project (IEM, IEM TG): A Wise Use of Resources (IEM, IEM TG): Traveling By Water (IEM, IEM TG): Joseph Bruchac: Sharing Stories	5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	(IEM, IEM TG): The Tatanka and the People of the Great Plains	Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.C.5 Identify the three branches of the United States government, and explain the functions of each. (E) • Examples: separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.
		5.G.4 Use maps to describe the characteristics of climate regions of the United States.
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
	Chapter 1 (IEM, IEM TG): Mapping a Voyage	5.H.2 Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) • Examples: Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier & Samuel de Champlain; and expeditions for England & Holland by explorers Henry Cabot, Henry Hudson, and John White.
Chapter	Lessons	Standards
2	Engage (TE, IJ): Inquiry Project Lesson 1 (TE, IJ, RC): Dawn of the Age of Exp. Lesson 1 (IO): Lesson Video: Columbus Sails	5.H.2 Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) • Examples: Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England & Holland by explorers Henry Cabot, Henry Hudson, and John White.
	Lesson 1 (TE, RC): The Jamestown Colony	5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. • Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
	Investigate (TE, RC): Connect Through Literature; Lesson 1 (TE, RC): Dawn of the Age of Explor.	5.G.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) • Examples: trade with the French.
	Lesson 2 (TE, IJ, RC): Spanish Expl. & Conquest	5.H.2 Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) • Examples: Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England & Holland by explorers Henry Cabot, Henry Hudson, and John White.
		5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. •Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
		5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) • Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) • Examples: trade with the French.
	Lesson 3 (TE, IJ, RC): European Powers in the Americas Take Action (TE, IJ): Inquiry Project Take Action (TE, RC): Connections in Action! The Impact Today (TE, IJ, RC): Trade in the Western Hemisphere (IEM, IEM TG): The Oppression of the Taino	5.H.2 Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E) • Examples: Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England & Holland by explorers Henry Cabot, Henry Hudson, and John White.
		5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. •Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
	Lesson 3 (IO): Lesson Video: New Amsterdam (IEM, IEM TG): Hard Times in Jamestown Investigate (TE, RC): Activate Knowledge Lesson 3 (TE, IJ, RC): European Powers in the Americas	5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. •Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
	(IEM, IEM TG): Why Did They Go?; Chapter 2 (IEM, IEM TG): The Oppression of the Taino (IEM, IEM TG): Then & Now: Mapping a Voyage	5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) • Examples: trade with the French.
	The Impact Today (TE, RC): Trade in the Western Hemisphere	5.E.4 Explain how education and training, specialization, and investment in capital resources increase productivity.
Chapter	Lessons	Standards
3	Lesson 1 (TE,RC): The Jamestown Colony Investigate (TE, RC): People You Should Know Engage (TE,IJ): Inquiry Project (IEM, IEM TG): The Great Pumpkin	5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) • Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) • Examples: slavery, plantations, town meetings, town markets.
		5.H.8 Identify the early founders of colonial settlements, and describe early colonial resistance to British rule. • Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, William Penn.
		5.C.2 Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E) • Examples: the Mayflower Compact (1620), Fundamental Orders of Connecticut (1639).
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		(representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
	(TE, IJ, RC):Cooperation and Conflict in North Am Lesson 2 (TE, IJ,RC): Cooperation and Conflict in North Am	5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. ● Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
		5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. ● Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) ● Examples: slavery, plantations, town meetings, town markets.
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) ● Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.G.5 Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. ● Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery,reservations for Native Americans.
		5.E.1 Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) ● Examples: trade with the French.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		5.E.5 Predict the effect of changes in supply and demand on price. (E)
	Lesson 3 (TE, IJ, RC): The NE Colonies (IEM, IEM TG): A Colonial House	5.H.4 Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. ● Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, Jamestown.
	(IEM, IEM TG): The Swedish Log Cabin (IEM, IEM TG): from My Year in a Log Cabin: William Dean Howells, 1893	5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
	(IEM, IEM TG): Excavating Colonial Sites (IEM, IEMTG): Take Action!	5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) ● Examples: slavery, plantations, town meetings, town markets.
		5.C.2 Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E) ● Examples: the Mayflower Compact (1620), Fundamental Orders of Connecticut (1639).
		5.G.6 Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)
	Lesson 3 (IO): Comparing Plymouth and Jamestown Settlement	5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) ● Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. ● Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.H.8 Identify the early founders of colonial settlements, and describe early colonial resistance to British rule. ● Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, William Penn.
		5.C.7 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.
	Be a SS Detective (TE, RC): Explore Citizenship Lesson 3 (TE, RC): The New England Colonies	5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
	Lesson 4 (TE, IJ, RC): The Middle Colonies	5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization of the Americas by Europe. (E) • Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) • Examples: slavery, plantations, town meetings, town markets.
		5.H.8 Identify the early founders of colonial settlements, and describe early colonial resistance to British rule. • Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, William Penn.
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.G.6 Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)
	Lesson 5 (TE, IJ, RC): The Southern Colonies; Lesson 5 (IO): Lesson Video: Slavery in Charleston Map and Globe Skills (TE, RC): Analyze the Map	5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) • Examples: slavery, plantations, town meetings, town markets.
	Lesson 5 (RC): The Southern Colonies	5.H.5 Compare and contrast the religious, political, and economic reasons for the colonization

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	Take Action (TE, RC): Connections in Action! Take Action (TE, RC): More to Explore	of the Americas by Europe. (E) • Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia, the African slave trade.
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
		5.G.5 Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.
		5.G.6 Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)
		5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
	(IEM, IEM TG): A Colonial House (IEM, IEM TG): The Great Pumpkin (IEM, IEM TG): The Swedish Log Cabin (IEM, IEM TG): Take Action!	5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.
	Take Action (TE, IJ): Inquiry Project (IEM, IEM TG): Hard Times in Jamestown	5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
	Map and Globe Skills (TE, RC): Analyze the Map	5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
	Investigate (TE, RC): People You Should Know Lesson 4 (TE, RC): The Middle Colonies	5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	Chapter 3 (IEM, IEM TG): Freedom Beckons	5.G.6 Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)
Chapter	Lessons	Standards
4	Take Action (TE, IJ): Inquiry Project Take Action(TE, RC): Conn. in Action!	5.H.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)
		5.H.9 Understand how political, religious, and economic ideas brought about the American Revolution. •Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts,Currency Act, Proclamation of 1763, the French and Indian War.
		5.H.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)
	Lesson 1 (TE, RC): The French and Indian War Lesson 1 (IO): New France and New England in 1750	5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.H.6 Identify and explain instances of both cooperation and conflict that existed between Native Americans and colonists. • Examples: agriculture, trade, cultural exchanges, military alliances, massacres.
	Lesson 2 (TE, RC): The Patriots, the Loyalists, and the British	5.H.9 Understand how political, religious, and economic ideas brought about the American Revolution. •Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts,Currency Act, Proclamation of 1763, the French and Indian War.
	Lesson 3 (TE, RC, IJ): The Colonists Rebel Lesson 3 (IO): Lesson Video: Boston Tea Party	5.H.9 Understand how political, religious, and economic ideas brought about the American Revolution. •Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts,Currency Act, Proclamation of 1763, the French and Indian War.
		5.H.10 Analyze the causes of the Am. Revolution as outlined in the Declaration of Ind. (E)
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.E.2 Define types of trade barriers.
	The Impact Today (TE, RC): The Government's Role in the Economy	5.E.2 Define types of trade barriers.
	Chapter 4, Take Action (TE, IJ): Inquiry Project	5.H.9 Understand how political, religious, and economic ideas brought about the American Revolution. • Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, the French and Indian War.
	(IEM, IEM TG): Perspectives: Boycott! (IEM, IEM TG): Take Action!	5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.
	The Impact Today (TE, IJ, RC): The Government's Role in the Economy	5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
	Investigate (TE, RC): Connect Through Literature	5.G.8 Describe and analyze how specific physical features influenced historical events. (E) • Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps, George Rogers Clark's campaign in the Ohio Valley.
	The Impact Today (TE, RC): The Government's Role in the Economy;	5.E.6 Explain the purpose and components of a personal budget, and compare factors that influence household saving and spending decisions in early United States history and today.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

Chapter	Lessons	Standards
5	Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins	5.H.9 Understand how political, religious, and economic ideas brought about the American Revolution. • Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, the French and Indian War.
		5.H.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
	Lesson 2 (TE, IJ, RC, IO): The Declaration of Independence;	5.H.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
	Lesson 3 (TE, IJ): Defining Moments of the American Revolution Lesson 3 (IO): Invest. IN: Netherlands in the American Revolution	5.C.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
		5.H.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E)
		5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams,

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.H.12 Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution. • Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben.
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
		5.G.8 Describe and analyze how specific physical features influenced historical events. (E) • Examples: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps, George Rogers Clark’s campaign in the Ohio Valley.
	Investigate (TE, RC): People You Should Know Investigate (TE, RC): Connect Through Lit. Lesson 4 (TE, RC): Life During the Revolution	5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.H.12 Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution. • Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben.
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
	Lesson 5 (TE, RC): Outcomes of the Revolution	5.H.12 Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution. • Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben.
		5.H.13 Identify contributions of women and minorities during the American Revolution. •

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, Joseph Brant.
		5.G.8 Describe and analyze how specific physical features influenced historical events. (E) • Examples: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps, George Rogers Clark’s campaign in the Ohio Valley.
	The Impact Today (TE, RC): Citizenship in the US The Impact Today (IO): Volunt. to Make an Impact The Impact Today (IO): Civic Duty & Different PoV The Impact Today (IO): Civil Discourse: Debating How to Address Flooding	5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.
		5.C.7 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.
		5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
Chapter	Lessons	Standards
6	Investigate (TE, RC): Connect Through Lit. Lesson 1 (TE, IJ, RC): The Articles of Conf. Lesson 1 (IO): Lesson Video: The Art. of Conf. Investigate (TE, RC): People You Should Know Investigate (TE, RC): Connect Through Lit.	5.H.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) • Examples: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, General George Washington, Boston Tea Party, the Battle of Lexington and Concord, publication of Common Sense, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776).
		5.H.14 Explain consequences of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.
		5.H.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		people who were involved in its development. (E) • Examples: George Washington, James Madison, George Mason, and Alexander Hamilton, Great Compromise, 3/5 Compromise.
		5.H.16 Describe the origins and drafting of the Bill of Rights that was ratified in 1791. (E)
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
	Lesson 2 (TE, IJ, RC): A New Framework for Governing Lesson 2 (IO): Lesson Video: The American Constitution	5.H.14 Explain consequences of the American Revolution, including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.
		5.H.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. (E) • Examples: George Washington, James Madison, George Mason, and Alexander Hamilton, Great Compromise, 3/5 Compromise.
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
		5.C.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
		5.C.5 Identify the three branches of the United States government, and explain the functions of each. (E) • Examples: separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

		interpreting) branches of government.
		5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
	Lesson 2 (IO): Investigate Indiana: The Preamble to the United States Constitution	5.C.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
	Investigate (TE, RC): Connect Through Lit. Investigate (TE, RC): People You Should Know Lesson 3 (TE, IJ,RC): Protecting the Rights of Cit. Lesson 3 (IO): Lesson Video: The Bill of Rights	5.H.16 Describe the origins and drafting of the Bill of Rights that was ratified in 1791. (E)
		5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.
	Lesson 3 (IO): Investigate Indiana: Early Presidential Elections	5.H.17 Explain why the first American political parties developed, and analyze the impact political parties had on early presidential elections. • Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), the election of Thomas Jefferson (1800).
	Lesson 3 (IO): Invest. IN: What Is a Prim. Elect.? Lesson 3 (IO): Invest. IN: What Is a Gen Elect.?	5.C.4 Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	Lesson 3 (TE, RC): People of the Young Rep.	5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
	The Impact Today (TE, RC): Comparing Governments in the Western Hemisphere	5.C.7 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government, including voting and participation in the election process.
Chapter	Lessons	Standards
7	Take Action (TE, RC): More to Explore (IEM, IEM TG): Richmond Before the War	5.H.7 Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) • Examples: slavery, plantations, town meetings, town markets.
	Lesson 1 (TE, RC): Early Leaders and Decisions Lesson 1 (TE, IJ, RC): Early Leaders and Decisions	5.H.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development. (E) • Examples: George Washington, James Madison, George Mason, and Alexander Hamilton, Great Compromise, 3/5 Compromise.
		5.H.17 Explain why the first American political parties developed, and analyze the impact political parties had on early presidential elections. • Examples: beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, the elections of George Washington (1789 & 1792), the election of John Adams (1796), the election of Thomas Jefferson (1800).
		5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
		5.G.5 Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.
	Engage (TE, IJ): Inquiry Project Take Action (TE, IJ): Inquiry Project	5.H.18 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape. • Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, Benjamin Franklin.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	Lesson 2 (TE, RC): Advancements in Technology and Transportation	5.G.5 Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities.
		5.E.3 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E) • Examples: transportation, steam engine, railroad, communication, telegraph.
	Lesson 2 (IO): Investigate Indiana: Colonial Economies Changed Over Time	5.G.6 Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E)
	Lesson 3 (TE, RC): People of the Young Repub. Map and Globe Skills (TE, RC): Analyze the Map	5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
		5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.
	Lesson 4 (TE, RC): The Westward Expansion	5.G.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)
	Lesson 5 (TE,IJ, RC): Conflicts and Compromises Reference Sources (TE, RC): Geography Handbook	5.G.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)
		5.G.2 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
		5.E.2 Define types of trade barriers.
	Lesson 5 (IO): Invest. IN: What Trade Barriers?	5.E.2 Define types of trade barriers.
	Investigate (TE, RC): Connect Through Literature	5.G.7 Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. • Examples: Plains people’s dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts, plantations for slavery, reservations for Native Americans.

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E”.
The learning outcome statement for each domain immediately precedes each set of standards.

	The Impact Today (TE, IJ, RC): Econ & Per. Finance (IEM, IEM TG): Richmond: Before the War	5.E.4 Explain how education and training, specialization, and investment in capital resources increase productivity.
		5.E.5 Predict the effect of changes in supply and demand on price. (E)
	Reader’s Theater (TE, IJ): The CA Gold Rush	5.E.5 Predict the effect of changes in supply and demand on price. (E)
	Lesson 5(IO): Invest. IN:Then & Now: Fam Bdgts The Impact Today (TE, IJ, RC): Econ & Per. Fin.	5.E.6 Explain the purpose and components of a personal budget, and compare factors that influence household saving and spending decisions in early United States history and today.
Chapter	Lessons	Standards
8	Lesson 1 (TE, RC): Heading Towards War	5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.
	Lesson 4 (TE): The War Ends The Impact Today (IO): Ways to Help Prevent Bullying	5.C.8 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good. • Examples: proper use of the Internet, smoking in public places, payment of property taxes, development of highways, housing on historic lands.
	The Impact Today (IO): Ways to Help Prevent Bullying	5.C.6 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, & responsible participation.
	The Impact Today (TE, RC): Young People Making a Difference	5.C.7 Examine ways by which citizens may effectively voice opinions, monitor govt. & bring about change in government, including voting & participation in the election process.
	Lesson 5 (TE, RC): Reconstructing the South	5.C.3 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E) • Examples: union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, individual rights.