

Standards Correlation

Indiana Academic Standards

5th Grade Social Studies Standards

In fifth grade, students will learn about the early history of the United States and the events that led to the drafting of the Constitution. Evidence of specific coverage can be found in the lessons listed below, though it may take the full chapter before students are able to demonstrate mastery of each standard.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **IEM:** IMPACT Explorer Magazine; **TE:** Teacher Edition; **IEM TG:** IMPACT Explorer Magazine Teaching Guide; **IO:** IMPACT Online

Standard 1 History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.); Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

Chapter 1, Investigate (TE, RC): Activate Knowledge; **Chapter 1, Lesson 1 (TE, IJ, RC):** Early Peoples of North America; **Chapter 1, Lesson 1 (IO):** Investigate Analyze Information; **Chapter 1, Lesson 2 (TE, RC):** Native Americans of the Desert Southwest; **Chapter 1, Lesson 2 (IO):** The Apache Wickiups; **Chapter 1, Lesson 2 (IO):** Lesson Video: Native Americans of the Southwest; **Chapter 1, Lesson 3 (TE, IJ, RC):** Native Peoples of the Pacific Coast; **Chapter 1, Lesson 4 (IO):** Life on the Plains

5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

Examples: The 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 and Holland by explorers Henry Cabot, Henry Hudson, and John White

Chapter 1 (IEM, IEM TG): Mapping a Voyage; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 1 (TE, IJ, RC):** Dawn of the Age of Exploration; **Chapter 2, Lesson 1 (IO):** Lesson Video: Columbus Sails; **Chapter 2, Lesson 2 (TE, IJ, RC):** Spanish Exploration and Conquest; **Chapter 2, Lesson 3 (TE, IJ, RC):** European Powers in the Americas; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, RC):** Connections in Action!; **Chapter 2, The Impact Today (TE, IJ, RC):** Trade in the Western Hemisphere; **Chapter 2 (IEM, IEM TG):** The Oppression of the Taíno

5.1.3 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.

Chapter 1, Engage (TE, IJ): Inquiry Project; **Chapter 1, Lesson 1 (TE, IJ, RC):** Early Peoples of North America; **Chapter 1, Lesson 2 (TE, IJ, RC):** Native Americans of the Desert Southwest; **Chapter 1, Lesson 3 (TE, IJ, RC):** Native Peoples of the Pacific Coast; **Chapter 1, Lesson 4 (TE, IJ, RC):** Native Americans of the Plains; **Chapter 1, Lesson 5 (TE, IJ, RC):** Native Americans of the Eastern Woodlands; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 1 (IEM, IEM TG):** A Wise Use of Resources; **Chapter 1 (IEM, IEM TG):** Traveling By Water; **Chapter 1 (IEM, IEM TG):** Joseph Bruchac: Sharing Stories; **Chapter 1 (IEM, IEM TG):** The Tatanka and the People of the Great Plains

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| <p>5.1.4 Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.</p> <p>Examples: St. Augustine, Roanoke Island, Santa Fe, Plymouth, and Jamestown</p> | <p>Chapter 2, Lesson 2 (RC): Spanish Exploration and Conquest; Chapter 2, Lesson 3 (TE, RC): European Powers in the Americas; Chapter 2, Lesson 3 (IO): Lesson Video: New Amsterdam; Chapter 2 (IEM, IEM TG): Hard Times in Jamestown; Chapter 3, Investigate (TE, RC): Activate Knowledge; Chapter 3, Lesson 1 (TE, RC): The Jamestown Colony; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (TE, IJ, RC): The New England Colonies; Chapter 3 (IEM, IEM TG): A Colonial House; Chapter 3 (IEM, IEM TG): The Swedish Log Cabin; Chapter 3 (IEM, IEM TG): <i>from</i> My Year in a Log Cabin: William Dean Howells, 1893; Chapter 3 (IEM, IEM TG): Chapter 3 (IEM, IEM TG): Excavating Colonial Sites; Chapter 3 (IEM, IEM TG): Take Action!</p> |
| <p>Colonization and Settlements: 1607 to 1763</p> | |
| <p>5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.</p> <p>Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade</p> | <p>Chapter 2, Lesson 2 (RC): Spanish Exploration and Conquest; Chapter 3, Lesson 1 (RC): The Jamestown Colony; Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (RC): The New England Colonies; Chapter 3, Lesson 4 (RC): The Middle Colonies; Chapter 3, Lesson 5 (RC): The Southern Colonies; Chapter 3, Take Action (TE, RC): Connections in Action!; Chapter 3, Take Action (TE, RC): More to Explore</p> |
| <p>5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.</p> <p>Examples: agriculture, trade, cultural exchanges, military alliances, and massacres.</p> | <p>Investigate Indiana (IO): Indiana Long Ago; Investigate Indiana (IO): An Idea Called Indiana; Investigate Indiana (IO): Jefferson’s Plan for Indiana; Chapter 1 (IEM TG): A Wise Use of Resources; Chapter 2, Lesson 3 (RC): European Powers in the Americas; Chapter 2 (IEM, IEM TG): The Oppression of the Taíno; Chapter 3, Engage (TE, IJ): Inquiry Project; Chapter 3, Lesson 1 (RC): The Jamestown Colony; Chapter 3, Lesson 2 (RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (RC): The New England Colonies; Chapter 3, Lesson 3 (IO): Comparing Plymouth and Jamestown Settlements; Chapter 3, Lesson 4 (RC): The Middle Colonies; Chapter 3, Lesson 5 (RC): The Southern Colonies; Chapter 3, Take Action (TE, IJ): Inquiry Project; Chapter 3 (IEM, IEM TG): Hard Times in Jamestown; Chapter 3 (IEM, IEM TG): The Great Pumpkin; Chapter 4, Lesson 1 (RC): The French and Indian War; Chapter 4, Lesson 1 (IO): New France and New England in 1750</p> |
| <p>5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.</p> <p>Examples: Slavery, plantations, town meetings, and town markets</p> | <p>Chapter 3, Lesson 1 (TE, RC): The Jamestown Colony; Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (TE, IJ, RC): The New England Colonies; Chapter 3, Lesson 4 (TE, IJ, RC): The Middle Colonies; Chapter 3, Lesson 5 (TE, IJ, RC): The Southern Colonies; Chapter 3, Lesson 5 (IO): Lesson Video: Slavery in Charleston; Chapter 3, Map and Globe Skills (TE, RC): Analyze the Map; Chapter 7, Take Action (TE, RC): More to Explore; Chapter 7 (IEM, IEM TG): Richmond Before the War</p> |

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| <p>5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.</p> <p>Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield, and William Penn</p> | <p>Chapter 3, Investigate (TE, RC): People You Should Know; Chapter 3, Lesson 1 (RC): The Jamestown Colony; Chapter 3, Lesson 3 (RC): The New England Colonies; Chapter 3, Lesson 4 (RC): The Middle Colonies</p> |
| <p>The American Revolution: 1763 to 1783</p> | |
| <p>5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution.</p> <p>Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts, Currency Act, Proclamation of 1763, and French and Indian War.</p> | <p>Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Lesson 1 (TE, IJ, RC): The French and Indian War; Chapter 4, Lesson 2 (TE, RC): The Patriots, the Loyalists, and the British; Chapter 4, Lesson 3 (TE, RC): The Colonists Rebel; Chapter 4, Lesson 3 (IO): Investigate Indiana: Explore the Currency Act; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins</p> |
| <p>5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.</p> | <p>Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Lesson 3 (IJ): The Colonists Rebel; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 4, Take Action (TE, RC): Connections in Action!; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins; Chapter 5, Lesson 2 (TE, IJ, RC): The Declaration of Independence; Chapter 5, Lesson 2 (IO): Explore the Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ): Defining Moments of the American Revolution</p> |
| <p>5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.</p> <p>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)</p> | <p>Investigate Indiana (IO): American Revolution in the West; Chapter 1, Lesson 5 (TE, RC): Native Americans of the Eastern Woodlands; Chapter 3, Investigate (TE, RC): People You Should Know; Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 4 (TE, RC): The Middle Colonies; Chapter 4, Lesson 1 (TE, RC): The French and Indian War; Chapter 4, Lesson 3 (TE, RC): The Colonists Rebel; Chapter 4, Lesson 3 (IO): Lesson Video: Boston Tea Party; Chapter 5, Investigate (TE, RC): People You Should Know; Chapter 5, Investigate (TE, RC): Connect Through Literature; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins; Chapter 5, Lesson 2 (TE, RC): The Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ, RC): Defining Moments of the American Revolution; Chapter 5, Lesson 4 (TE, RC): Life During the Revolution; Chapter 5, Lesson 5 (TE, RC): Outcomes of the Revolution; Chapter 6, Lesson 1 (TE, RC): The Articles of Confederation</p> |
| <p>5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.</p> <p>Examples: Benjamin Franklin’s negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben</p> | <p>Chapter 5, Investigate (TE, RC): People You Should Know; Chapter 5, Lesson 3 (RC): Defining Moments of the American Revolution; Chapter 5, Lesson 3 (IO): Investigate Indiana: Netherlands in the American Revolution; Chapter 5, Lesson 4 (TE, RC): Life During the Revolution; Chapter 5, Lesson 5 (TE, RC): Outcomes of the Revolution</p> |

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| <p>5.1.13 Identify contributions of women and minorities during the American Revolution.</p> <p>Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead, and Joseph Brant</p> | <p>Chapter 5, Investigate (TE, RC): People You Should Know; Chapter 5, Lesson 4 (TE, RC): Life During the Revolution</p> |
| <p>5.1.14 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.</p> | <p>Chapter 6, Investigate (TE, RC): Connect Through Literature; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6, Lesson 1 (IO): Lesson Video: The Articles of Confederation; Chapter 6, Lesson 2 (TE, RC): A New Framework for Governing</p> |
| <p>Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800</p> | |
| <p>5.1.15 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.</p> <p>Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise</p> | <p>Chapter 6, Investigate (TE, RC): People You Should Know; Chapter 6, Investigate (TE, RC): Connect Through Literature; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6, Lesson 2 (TE, IJ, RC): A New Framework for Governing; Chapter 6, Lesson 2 (IO): Lesson Video: The American Constitution; Chapter 7, Lesson 1 (TE, RC): Early Leaders and Decisions</p> |
| <p>5.1.16 Describe the origins and drafting of the Bill of Rights that were ratified in 1791.</p> | <p>Chapter 6, Investigate (TE, RC): Connect Through Literature; Chapter 6, Investigate (TE, RC): People You Should Know; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6, Lesson 3 (TE, IJ, RC): Protecting the Rights of Citizens; Chapter 6, Lesson 3 (IO): Lesson Video: The Bill of Rights</p> |
| <p>5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.</p> <p>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), and the election of Thomas Jefferson (1800)</p> | <p>Chapter 6, Lesson 3 (TE, RC): Protecting the Rights of Citizens; Chapter 6, Lesson 3 (IO): Investigate Indiana: Early Presidential Elections; Chapter 7, Lesson 1 (TE, IJ, RC): Early Leaders and Decisions</p> |
| <p>Chronological Thinking, Historical Comparison, Analysis and Interpretation, Research</p> | |
| <p>5.1.18 Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.</p> | <p>Chapter 5, Engage (TE, IJ): Inquiry Project; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins; Chapter 5, Lesson 2 (TE, IJ, RC): The Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ, RC): Defining Moments of the American Revolution; Chapter 5, Lesson 5 (TE, RC): Outcomes of the Revolution; Chapter 5, Take Action (TE, IJ): Inquiry Project; Chapter 6, Lesson 1 (TE, RC): The Articles of Confederation; Chapter 6, Lesson 2 (TE, RC): A New Framework for Governing; Chapter 6, Lesson 3 (TE, RC): Protecting the Rights of Citizens; Chapter 7, Lesson 1 (TE, RC): Early Leaders and Decisions; Chapter 7, Lesson 3 (TE, RC): People of the Young Republic</p> |

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| <p>5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events.</p> <p>Examples: <u>Johnny Tremain</u> by Esther Forbes, <u>The Fighting Ground</u> by Avi, and <u>George vs. George</u> by Rosalyn Schanzer</p> | <p>Investigate Indiana (IO): American Revolution in the East; Chapter 2, Lesson 2 (TE, RC): Spanish Exploration and Conquest; Chapter 2 (IEM, IEM TG): Why Did They Go; Chapter 2 (IEM, IEM TG): The Oppression of the Taíno; Chapter 2 (IEM, IEM TG): from The Encounter; Chapter 3, Lesson 1 (IJ): The Jamestown Colony; Chapter 3, Lesson 2 (IJ): Cooperation and Conflict in North America; Chapter 4, Lesson 1 (IJ): The French and Indian War; Chapter 4 (IEM, IEM TG): Danger in the Forest; Chapter 5 (IEM, IEM TG): Another Spectacular Ride; Chapter 6 (IEM, IEM TG): At the Constitutional Convention; Chapter 7 (IEM, IEM TG): Perspectives: The Words of Chief Joseph; Chapter 7 (IEM, IEM TG): Coming to America; Daring Escapes; Chapter 8 (IEM, IEM TG): As Toilsome I Wander'd Virginia's Woods; Chapter 8 (IEM, IEM TG): Juneteenth: A Celebration of Freedom</p> |
| <p>5.1.20 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.</p> <p>Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800</p> | <p>Investigate Indiana (IO): Jefferson's Plan for Indiana; Chapter 1 (IEM, IEM TG): The Words of Chief Joseph; Chapter 2, Lesson 2 (TE, RC): Spanish Exploration and Conquest; Chapter 2 (IEM, IEM TG): Why Did They Go?; Chapter 3, Lesson 1 (TE, IJ): The Jamestown Colony; Chapter 3, Lesson 2 (TE, IJ): Cooperation and Conflict in North America; Chapter 3, Lesson 5 (TE, IJ): The Southern Colonies; Chapter 3, Lesson 5 (IO): Lesson Video: Slavery in Charleston; Chapter 4, Lesson 1 (TE, IJ): The French and Indian War; Chapter 3 (IEM, IEM TG): Deadly Diseases; Chapter 4, Lesson 3 (TE, IJ): The Colonists Rebel; Chapter 5, Lesson 1 (TE, IJ): The Revolution Begins; Chapter 5, Lesson 2 (TE, IJ): The Declaration of Independence; Chapter 6, Lesson 1 (TE, IJ): The Articles of Confederation; Chapter 6, Lesson 2 (TE, IJ): A New Framework for Governing; Chapter 6, Lesson 3 (TE, IJ): Protecting the Rights of Citizens; Chapter 7, Lesson 4 (TE, IJ): The Westward Expansion; Chapter 7, Lesson 5 (TE, IJ): Conflicts and Compromises; Chapter 7 (IEM, IEM TG): Lewis and Clark Wildlife Adventures; Chapter 8, Lesson 1 (TE, IJ): Heading Towards War; Chapter 8, Lesson 4 (TE, IJ): The War Ends</p> |
| <p>5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.</p> <p>Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.</p> | <p>Investigate Indiana (IO): Jefferson's Plan for Indiana; Chapter 4, Lesson 1 (TE, IJ): The French and Indian War; Chapter 4, Lesson 2 (TE, IJ): The Patriots, the Loyalists, and the British; Chapter 4, Lesson 3 (TE, IJ): The Colonists Rebel; Chapter 5, Lesson 1 (TE, IJ): The Revolution Begins; Chapter 5, Lesson 2 (TE, IJ): The Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ): Defining Moments of the American Revolution; Chapter 5, Lesson 4 (TE, IJ): Life During the Revolution; Chapter 5, Lesson 5 (TE, IJ): Outcomes of the Revolution; Chapter 6, Lesson 1 (TE, IJ): The Articles of Confederation; Chapter 6, Lesson 2 (TE, IJ): A New Framework for Governing; Chapter 6, Lesson 3 (TE, IJ): Protecting the Rights of Citizens; Chapter 7, Lesson 5 (TE, IJ): Conflicts and Compromises; Chapter 8, Lesson 1 (TE, IJ): Heading Towards War; Chapter 8, Lesson 4 (TE, IJ): The War Ends; Chapter 8, Lesson 5 (TE, IJ): Reconstructing the South</p> |

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| <p>5.1.2 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation’s cultural landscape.</p> <p>Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley, and Benjamin Franklin</p> | <p>Chapter 5, Lesson 2 (TE, IJ): The Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ): Defining Moments of the American Revolution; Chapter 5, Lesson 4 (TE, IJ): Life During the Revolution; Chapter 6, Lesson 1 (TE, IJ): The Articles of Confederation; Chapter 6, Lesson 2 (TE, IJ): A New Framework for Governing; Chapter 6, Lesson 3 (TE, IJ): Protecting the Rights of Citizens; Chapter 7, Engage (TE, IJ): Inquiry Project; Chapter 7, Take Action (TE, IJ): Inquiry Project</p> |
| <p>Standard 2 Civics and Government <i>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.</i></p> | |
| <p>Foundations of Government</p> | |
| <p>5.2.1 Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.</p> | <p>Chapter 5, Lesson 2 (TE, RC): The Declaration of Independence; Chapter 6, Lesson 2 (TE, IJ, RC): A New Framework for Governing; Chapter 6, Lesson 2 (IO): Investigate Indiana: The Preamble to the United States Constitution</p> |
| <p>5.2.2 Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents.</p> <p>Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)</p> | <p>Chapter 3, Lesson 1 (RC): The Jamestown Colony; Chapter 3, Lesson 3 (TE, IJ, RC): The New England Colonies; Chapter 3, Lesson 4 (RC): The Middle Colonies</p> |
| <p>5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.</p> <p>Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut</p> | <p>Chapter 2, Lesson 3 (TE, RC): European Powers in the Americas; Chapter 3, Lesson 1 (TE, RC): The Jamestown Colony; Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 3, Lesson 4 (TE, RC): The Middle Colonies; Chapter 4, Lesson 2 (TE, RC): The Patriots, the Loyalists, and the British; Chapter 4, Lesson 3 (TE, RC): The Colonists Rebel; Chapter 5, Lesson 2 (TE, RC): The Declaration of Independence</p> |
| <p>5.2.4 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.</p> <p>Examples: Union, popular sovereignty, republican government (representative government), constitutional government (constitutionalism), federal government (national government), federalism, and individual rights</p> | <p>Chapter 3, Lesson 1 (TE, RC): The Jamestown Colony; Chapter 4, Lesson 3 (TE, RC): The Colonists Rebel; Chapter 5, The Impact Today (TE, RC): Citizenship in the United States; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6, Lesson 2 (TE, RC): A New Framework for Governing; Chapter 6, Lesson 3 (TE, RC): Protecting the Rights of Citizens; Chapter 6, Take Action (TE, RC): Connections in Action!; Chapter 7, Lesson 1 (TE, RC): Early Leaders and Decisions; Chapter 7, Lesson 3 (TE, RC): People of the Young Republic; Chapter 7, Map and Globe Skills (TE, RC): Analyze the Map; Chapter 8, Lesson 1 (TE, RC): Heading Towards War; Chapter 8, Lesson 5 (TE, RC): Reconstructing the South</p> |

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| <p>5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <p>Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure</p> | <p>Chapter 3, Lesson 4 (TE, RC): The Middle Colonies; Chapter 3, The Impact Today (TE, RC): Culture in the Western Hemisphere; Chapter 5, The Impact Today (TE, IJ, RC): Citizenship in the United States; Chapter 6, Lesson 3 (TE, IJ, RC): Protecting the Rights of Citizens; Chapter 6, Take Action (TE, RC): Connections in Action!; Chapter 6, Take Action (TE, RC): More to Explore</p> |
| <h2>Functions of Government</h2> | |
| <p>5.2.6 Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.</p> | <p>Chapter 6, Lesson 3 (IO): Investigate Indiana: What Is a Primary Election?; Chapter 6, Lesson 3 (IO): Investigate Indiana: What Is a General Election?</p> |
| <p>5.2.7 Identify the three branches of the United States government and explain the functions of each.</p> <p>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</p> | <p>Chapter 1, Lesson 5 (TE, RC): Native Americans of the Eastern Woodlands; Chapter 6, Lesson 2 (TE, IJ, RC): A New Framework for Governing; Chapter 6, The Impact Today (TE, IJ): Comparing Governments in the Western Hemisphere</p> |
| <h2>Roles of Citizens</h2> | |
| <p>5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.</p> | <p>Be a Social Studies Detective (TE, RC): Explore Citizenship; Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 4 (IEM, IEM TG): Perspectives: Boycott!; Chapter 4 (IEM, IEM TG): Take Action!; Chapter 5, The Impact Today (TE, RC): Citizenship in the United States; Chapter 5, The Impact Today (IO): Volunteer to Make an Impact; Chapter 5, The Impact Today (IO): Civic Duty and Different Points of View; Chapter 6, Lesson 3 (TE, RC): Protecting the Rights of Citizens; Chapter 7, Lesson 3 (TE, RC): People of the Young Republic; Chapter 8, The Impact Today (IO): Ways to Help Prevent Bullying</p> |
| <p>5.2.9 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.</p> | <p>Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 5, The Impact Today (TE, IJ, RC): Citizenship in the United States; Chapter 6, The Impact Today (TE, RC): Comparing Governments in the Western Hemisphere; Chapter 8, The Impact Today (TE, RC): Young People Making a Difference</p> |
| <p>5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.</p> <p>Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways, and housing on historic lands.</p> | <p>Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 4, The Impact Today (TE, IJ, RC): The Government's Role in the Economy; Chapter 5, The Impact Today (TE, RC): Citizenship in the United States; Chapter 5, The Impact Today (IO): Civic Duty and Different Points of View; Chapter 5, The Impact Today (IO): Civil Discourse: Debating How to Address Flooding; Chapter 6, Lesson 1 (TE): The Articles of Confederation; Chapter 6, Lesson 2 (TE): A New Framework for Governing; Chapter 8, Lesson 4 (TE): The War Ends; Chapter 8, The Impact Today (IO): Ways to Help Prevent Bullying</p> |

Standard 3 Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify 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.

The World in Spatial Terms

5.3.1 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.

Be a Social Studies Detective (TE, RC): Special Purpose Maps; **Chapter 1, The Impact Today (IJ):** Geography of the Western Hemisphere; **Chapter 2, Lesson 1 (TE, RC):** Dawn of the Age of Exploration; **Chapter 7, Lesson 4 (TE, RC):** The Westward Expansion; **Chapter 7, Lesson 5 (TE, RC):** Conflicts and Compromises; **Reference Sources (TE, RC):** Geography Handbook

Places and Regions

5.3.2 Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.

Investigate Indiana (IO): Indiana in North America Today; **Chapter 1, The Impact Today (TE, IJ, RC):** Geography of the Western Hemisphere; **Chapter 1, Lesson 3 (TE, RC):** Native Peoples of the Pacific Coast; **Chapter 7, Lesson 3 (TE, RC):** People of the Young Republic

5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

Chapter 1, Lesson 1 (TE, RC): Early Peoples of North America; **Chapter 1, The Impact Today (TE, RC):** Geography of the Western Hemisphere; **Chapter 2, Lesson 3 (TE, IJ, RC):** European Powers in the Americas; **Chapter 3, Map and Globe Skills (TE, RC):** Analyze the Map; **Chapter 7, Lesson 1 (TE, RC):** Early Leaders and Decisions; **Chapter 7, Lesson 3 (TE, RC):** People of the Young Republic; **Chapter 7, Lesson 5 (TE, RC):** Conflicts and Compromises

5.3.4 Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.

Examples: Near bodies of water, on lowlands, along a transportation route, or near natural resources, or sources of power

Chapter 1, Lesson 1 (IJ): Early Peoples of North America; **Chapter 1, Lesson 2 (TE, RC):** Native Americans of the Desert Southwest; **Chapter 1, Lesson 3 (TE, RC):** Native Peoples of the Pacific Coast; **Chapter 1, Lesson 5 (TE, RC):** Native Americans of the Eastern Woodlands; **Chapter 1 (IEM, IEM TG):** Traveling by Water; **Chapter 1 (IEM, IEM TG):** The Tatanka and the People of the Great Plains; **Chapter 1 (IEM, IEM TG):** The Horse: “Sacred Dog” of the Great Plains; **Chapter 2, Lesson 2 (TE, RC):** Spanish Exploration and Conquest; **Chapter 2, Lesson 3 (TE, IJ, RC):** European Powers in the Americas; **Chapter 2 (IEM, IEM TG):** Kanatsiohareke: Preserving Mohawk Culture; **Chapter 3, Lesson 1 (TE, IJ, RC):** The Jamestown Colony; **Chapter 3, Lesson 3 (TE, RC):** The New England Colonies; **Chapter 4 (IEM, IEM TG):** Game of War

Standards Correlation

| Physical Systems | |
|--|---|
| <p>5.3.5 Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.</p> | <p>Investigate Indiana (IO): Statehood Brings Change to Indiana; Chapter 1, The Impact Today (TE, RC): Geography of the Western Hemisphere</p> |
| <p>5.3.6 Use maps to describe the characteristics of climate regions of the United States.</p> | <p>Chapter 1, Lesson 1 (TE, RC): Early Peoples of North America; Chapter 1, Lesson 3 (TE, RC): Native Peoples of the Pacific Coast; Chapter 1, Lesson 5 (TE, RC): Native Americans of the Eastern Woodlands; Chapter 1, The Impact Today (TE, RC): Geography of the Western Hemisphere</p> |
| <p>5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.</p> | <p>Chapter 1, Lesson 1 (TE, IJ, RC): Early Peoples of North America; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 5 (TE, RC): The Southern Colonies; Chapter 4 (IEM, IEM TG): Game of War; Chapter 7, Lesson 1 (TE, RC): Early Leaders and Decisions; Chapter 7, Lesson 2 (TE, RC): Advancements in Technology and Transportation</p> |
| Human Systems | |
| <p>5.3.8 Explain how the Spanish, British, and French colonists altered the character and use of land in early America.</p> | <p>Investigate Indiana (IO): Indiana Long Ago; Chapter 2, Lesson 2 (TE, IJ, RC): Spanish Exploration and Conquest; Chapter 2, Lesson 3 (TE, IJ, RC): European Powers in the Americas; Chapter 2 (IEM, IEM TG): Why Did They Go?; Chapter 2 (IEM, IEM TG): The Oppression of the Taíno; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 4 (TE, IJ, RC): The Middle Colonies; Chapter 4, Lesson 1 (TE, IJ, RC): The French and Indian War; Chapter 7, Engage (TE, IJ): Inquiry Project; Chapter 7, Lesson 4 (TE, IJ, RC): The Westward Expansion; Chapter 7, Take Action (TE, IJ): Inquiry Project</p> |
| <p>5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.</p> | <p>Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 3, Lesson 4 (TE, IJ, RC): The Middle Colonies; Chapter 3, Lesson 5 (TE, IJ, RC): The Southern Colonies; Chapter 3 (IEM, IEM TG): Freedom Beckons; Chapter 7, Lesson 2 (IO): Investigate Indiana: Colonial Economies Changed Over Time</p> |
| <p>5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.</p> <p>Examples: Explain how economic competition for resources, boundary disputes, cultural differences and misperceptions, and control of strategic locations contributed to these conflicts.</p> | <p>Be a Social Studies Detective (TE, RC): Special Purpose Maps; Chapter 1, Lesson 2 (TE, RC): Native Americans of the Desert Southwest; Chapter 1 (IEM, IEM TG): Preserving Mohawk Culture; Chapter 2, Lesson 3 (TE, RC): European Powers in the Americas; Chapter 2, Lesson 3 (IO): Lesson Video: New Amsterdam; Chapter 2 (IEM, IEM TG): Then and Now: Mapping a Voyage; Chapter 3, Lesson 1 (RC, TE): The Jamestown Colony; Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 2 (IO): Explore a Map: New England Colonies; Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 3, Lesson 3 (IO): Comparing Jamestown and Plymouth Settlements; Chapter 3, Lesson 4 (IO): Explore a Map: The Middle Colonies; Chapter 3, Lesson 5 (TE, RC): The Southern Colonies; Chapter 3, Lesson 5 (IO): Explore a Map: The Southern Colonies</p> |

Environment and Society

5.3.11 Describe the ways Native Americans, Africans, other 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, Engage (TE, IJ): Inquiry Project; **Chapter 1, Lesson 2 (TE, IJ, RC):** Native Americans of the Desert Southwest; **Chapter 1, Lesson 2 (IO):** Lesson Video: Native Americans of the Southwest; **Chapter 1, Lesson 3 (TE, IJ, RC):** Native Peoples of the Pacific Coast; **Chapter 1, Lesson 4 (TE, IJ, RC):** Native Americans of the Plains; **Chapter 1, Lesson 5 (TE, IJ):** Native Americans of the Eastern Woodlands; **Chapter 1, Take Action (TE, IJ):** Inquiry Project; **Chapter 1, Take Action (TE, RC):** Connections in Action!; **Chapter 1, The Impact Today (RC, IJ):** Geography of the Western Hemisphere; **Chapter 1 (IEM, IEM TG):** A Wise Use of Resources; **Chapter 1 (IEM, IEM TG):** Traveling by Water; **Chapter 1 (IEM, IEM TG):** The Tatanka and the People of the Great Plains; **Chapter 1 (IEM, IEM TG):** The Horse: “Sacred Dog” of the Great Plains; **Chapter 1 (IEM, IEM TG):** Kanatsiohareke: Preserving Mohawk Culture; **Chapter 3, Lesson 2 (TE, RC):** Cooperation and Conflict in North America; **Chapter 3, Lesson 5 (TE, RC):** The Southern Colonies; **Chapter 3 (IEM, IEM TG):** A Colonial House; **Chapter 3 (IEM, IEM TG):** The Great Pumpkin; **Chapter 3 (IEM, IEM TG):** The Swedish Log Cabin; **Chapter 3 (IEM, IEM TG):** Take Action!; **Chapter 7, Investigate (TE, RC):** Connect Through Literature

5.3.12 Describe and analyze how specific physical features influenced historical events.

Examples: George Washington’s headquarters at Valley Forge, Francis Marion’s campaign based from South Carolina’s swamps, and George Rogers Clark’s campaign in the Ohio Valley

Chapter 4, Investigate (TE, RC): Connect Through Literature; **Chapter 5, Lesson 3 (TE, IJ, RC):** Defining Moments of the American Revolution; **Chapter 5, Lesson 5 (TE, IJ, RC):** Outcomes of the Revolution

5.3.13 Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.

Examples: Draining historic (Indiana) watersheds to allow for farming (Kankakee River and Marsh); road cuts to allow for interstate development; dams to create power

Explore Indiana (IO): Engage with the Essential Question; **Investigate Indiana (IO):** Indiana Long Ago; **Investigate Indiana (IO):** Statehood Brings Change to Indiana; **Investigate Indiana (IO):** Take Action: Report Your Findings; **Investigate Indiana (IO):** Take Action: Connections in Action; **Chapter 1, The Impact Today (TE, RC):** Geography of the Western Hemisphere; **Chapter 2, Lesson 2 (TE, RC):** Spanish Exploration and Conquest; **Chapter 2, The Impact Today (TE, RC):** Trade in the Western Hemisphere; **Chapter 3, Lesson 3 (TE, RC):** The New England Colonies; **Chapter 3, Lesson 4 (TE, RC):** The Middle Colonies; **Chapter 3, Lesson 5 (TE, RC):** The Southern Colonies; **Chapter 3 (IEM, IEM TG):** Hard Times in Jamestown; **Chapter 7, Lesson 2 (TE, RC):** Advancements in Technology and Transportation; **Chapter 7 (IEM, IEM TG):** Invention, Innovation, and Inspiration; **Chapter 8, The Impact Today (TE, RC):** Young People Making a Difference

Standards Correlation

Standard 4 Economics

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.

5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

Examples: trade with French

Chapter 1, Lesson 1 (TE, RC): Early Peoples of North America; **Chapter 1, Lesson 4 (TE, RC):** Native Americans of the Plains; **Chapter 2, Investigate (TE, RC):** Connect Through Literature; **Chapter 2, Lesson 1 (TE, RC):** Dawn of the Age of Exploration; **Chapter 2, Lesson 2 (TE, RC):** Spanish Exploration and Conquest; **Chapter 2, Lesson 3 (TE, RC):** European Powers in the Americas; **Chapter 2 (IEM, IEM TG):** Why Did They Go?; **Chapter 2 (IEM, IEM TG):** The Oppression of the Taíno; **Chapter 2 (IEM, IEM TG):** Then and Now: Mapping a Voyage; **Chapter 3, Lesson 2 (TE, IJ, RC):** Cooperation and Conflict in North America

5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

Examples: Private ownership, markets, competition and rule of law

Chapter 2, The Impact Today (TE, IJ, RC): Trade in the Western Hemisphere; **Chapter 4, Lesson 2 (TE, RC):** The Patriots, the Loyalists, and the British; **Chapter 7, Lesson 2 (IO):** Investigate Indiana: Colonial Economies Changed Over Time; **Chapter 7, The Impact Today (TE, RC):** Economics and Personal Finance

5.4.3 Define types of trade barriers.

Chapter 4, Lesson 3 (TE, RC, IJ): The Colonists Rebel; **Chapter 4, The Impact Today (TE, RC):** The Government's Role in the Economy; **Chapter 7, Lesson 5 (TE, IJ, RC):** Conflicts and Compromises; **Chapter 7, Lesson 5 (IO):** Investigate Indiana: What Are Trade Barriers?

5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

Examples: Transportation, steam engine, railroad, communication, telegraph

Chapter 7, Lesson 2 (TE, IJ, RC): Advancements in Technology and Transportation; **Chapter 7, Lesson 4 (TE, IJ):** The Westward Expansion; **Chapter 7, The Impact Today (TE, RC):** Economics and Personal Finance; **Chapter 7 (IEM, IEM TG):** Invention, Innovation, and Inspiration

5.4.5 Explain how education and training, specialization, and investment in capital resources increase productivity.

Chapter 2, The Impact Today (TE, RC): Trade in the Western Hemisphere; **Chapter 7, The Impact Today (TE, RC):** Economics and Personal Finance; **Chapter 7 (IEM, IEM TG):** Richmond: Before the War

5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.

Investigate Indiana (IO): Indiana in North America Today; **Investigate Indiana (IO):** Take Action: Report Your Findings; **Investigate Indiana (IO):** Take Action: Connections in Action; **Chapter 2, The Impact Today (TE, RC):** Trade in the Western Hemisphere; **Chapter 3, Lesson 2 (TE, RC):** Cooperation and Conflict in North America; **Chapter 3, Lesson 3 (TE, RC):** The New England Colonies; **Chapter 3, Lesson 4 (TE, RC):** The Middle Colonies; **Chapter 3, Lesson 5 (TE, RC):** The Southern Colonies; **Chapter 3, Take Action (TE, RC):** More to Explore; **Chapter 7 (IEM, IEM TG):** Coming to America

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| <p>5.4.7 Predict the effect of changes in supply and demand on price.</p> | <p>Chapter 3, Lesson 2 (TE, RC): Cooperation and Conflict in North America; Chapter 7, The Impact Today (TE, RC): Economics and Personal Finance; Chapter 7, Reader’s Theater (TE, IJ): The California Gold Rush</p> |
| <p>5.4.8 Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.</p> <p>Examples: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States</p> | <p>Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2, Lesson 2 (TE, RC): Spanish Exploration and Conquest; Chapter 2, Lesson 3 (TE, RC): European Powers in the Americas; Chapter 2 (IEM, IEM TG): Why Did They Go?; Chapter 2 (IEM, IEM TG): Life at Sea; Chapter 2 (IEM, IEM TG): The Oppression of Taíno; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (TE, RC): The New England Colonies; Chapter 3, Lesson 4 (TE, RC): The Middle Colonies; Chapter 3 (IEM TG): A Colonial House; Chapter 3 (IEM, IEM TG): Hard Times in Jamestown; Chapter 4, Lesson 1 (TE, IJ, RC): The French and Indian War; Chapter 7, Reader’s Theater (TE, IJ): The California Gold Rush; Chapter 7 (IEM, IEM TG): Perspectives: The Words of Chief Joseph; Chapter 7 (IEM, IEM TG): Coming to America</p> |
| <p>5.4.9 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.</p> | <p>Chapter 3, Lesson 5 (TE, RC): The Southern Colonies; Chapter 4, The Impact Today (TE, RC): The Government’s Role in the Economy; Chapter 7, Lesson 5 (IO): Investigate Indiana: Then and Now: Family Budgets; Chapter 7, The Impact Today (TE, IJ, RC): Economics and Personal Finance</p> |

Standards Correlation

Indiana English Language Arts Standards

IMPACT Coverage

IMPACT Social Studies supports the deep interconnectedness of content and literacy. Students learn to read, write, speak, listen, and use language effectively across every chapter. The citations below provide examples but are not an exhaustive list of where skills are included.

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **TE:** Teacher Edition; **IO:** IMPACT Online;

IEM: IMPACT Explorer Magazine; **IEM TG:** IMPACT Explorer Magazine Teaching Guide

| READING | |
|--|---|
| Reading: <i>Literature</i> | |
| Key Ideas and Textual Support | |
| 5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. | Chapter 2, Investigate (TE, RC): Connect Through Literature; Chapter 2 (IEM, IEM TG): Life at Sea; Chapter 2 (IEM, IEM TG): Connect Through Literature: <i>from</i> The Encounter; Chapter 3 (IEM, IEM TG): Hard Times in Jamestown; Chapter 3 (IEM, IEM TG): Connect Through Literature: <i>from</i> My Year in a Log Cabin; Chapter 5 (IEM, IEM TG): Connect Through Literature: Another Spectacular Ride; Chapter 6, Investigate (TE, RC): Connect Through Literature; Chapter 7 (IEM, IEM TG): Traveling by Stagecoach; Chapter 8 (IEM, IEM TG): As Toilsome I Wander'd Virginia's Woods |
| 5.RL.2.2 Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Chapter 1, Investigate (TE, RC): Connect Through Literature |
| 5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. | Chapter 1, Investigate (TE, RC): Connect Through Literature; Chapter 7, Investigate (TE, RC): Connect Through Literature |
| Synthesis and Connection of Ideas | |
| 5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text. | Chapter 2 (IEM, IEM TG): Life at Sea; Chapter 3 (IEM, IEM TG): Hard Times in Jamestown |

Reading: *Nonfiction*

Key Ideas and Textual Support

5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

Be a Social Studies Detective (IO): Video Library: Analyzing the Source; **Chapter 1, Lesson 4 (TE, IJ):** Native Americans of the Plains; **Chapter 1, Lesson 5 (IO):** Investigate Problem and Solution; **Chapter 2, Lesson 2 (TE, IJ):** Spanish Exploration and Conquest; **Chapter 2, Lesson 3 (TE, IJ):** European Powers in the Americas; **Chapter 3, Lesson 3 (TE, IJ):** The New England Colonies; **Chapter 3, Lesson 4 (TE, IJ, RC):** The Middle Colonies; **Chapter 3, Lesson 5 (TE, IJ):** The Southern Colonies; **Chapter 4, Lesson 1 (TE, IJ):** The French and Indian War; **Chapter 4, Lesson 2 (TE, RC):** The Patriots, the Loyalists, and the British; **Chapter 4, Lesson 3 (TE, IJ):** The Colonists Rebel; **Chapter 5, Lesson 3 (IO):** Investigate Making Inferences; **Chapter 6, Lesson 2 (IO):** Investigate Making Inferences; **Chapter 7, Lesson 1 (TE, IJ):** Early Leaders and Decisions; **Chapter 7, Lesson 2 (TE, IJ):** Advancements in Technology and Transportation; **Chapter 8, Lesson 3 (TE, IJ):** Struggles During the War; **Chapter 8, Lesson 5 (TE, IJ):** Reconstructing the South
This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.

5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Chapter 1, The Impact Today (IO): Investigate Main Idea and Details; **Chapter 2, The Impact Today (IO):** Investigate Main Idea and Details; **Chapter 3, Lesson 3 (TE, IJ):** The New England Colonies; **Chapter 3, Lesson 3 (IO):** Investigate Main Idea and Details; **Chapter 6, Lesson 1 (TE, IJ):** The Articles of Confederation; **Chapter 6, Lesson 2 (TE, IJ):** A New Framework for Governing; **Chapter 6, Lesson 3 (TE, IJ):** Protecting the Rights of Citizens; **Chapter 8, Lesson 5 (IO):** Explore Summarize; **Chapter 7, Lesson 5 (TE, IJ):** Conflicts and Compromises; **Chapter 8, Lesson 1 (TE, IJ, RC):** Heading Towards War; **Chapter 8, Lesson 2 (TE, IJ):** The Union and the Confederacy; **Chapter 8, Lesson 4 (TE, IJ, RC):** The War Ends; **Chapter 8, Lesson 5 (IO):** Investigate Summarize
This standard is also covered throughout the IMPACT Explorer Magazine and the IMPACT Explorer Magazine Teaching Guide.

Standards Correlation

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| <p>5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> | <p>Chapter 1, Lesson 2 (TE, IJ, RC): Native Americans of the Desert Southwest; Chapter 1, Lesson 2 (IO): Investigate Compare and Contrast; Chapter 1, Lesson 4 (TE, IJ, RC): Native Americans of the Plains; Chapter 1, Lesson 4 (IO): Investigate Compare and Contrast; Chapter 1, Lesson 5 (TE, IJ, RC): Native Americans of the Eastern Woodlands; Chapter 1 (IEM, IEM TG): Traveling by Water; Chapter 1 (IEM, IEM TG): The Tatanka and the People of the Great Plains; Chapter 2, Lesson 1 (TE, IJ, RC): Dawn of the Age of Exploration; Chapter 2, Lesson 1 (IO): Investigate Cause and Effect; Chapter 3, Lesson 1 (RC, IJ, TE): The Jamestown Colony; Chapter 3, Lesson 1 (IO): Investigate Cause and Effect; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 4 (IO): Investigate Compare and Contrast; Chapter 3 (IEM, IEM TG): A Man of Many Talents; Chapter 4, Lesson 1 (IO): Investigate Cause and Effect; Chapter 5, Lesson 3 (TE, IJ, RC): Defining Moments of the American Revolution; Chapter 5, Lesson 4 (TE, IJ, RC): Life During the Revolution; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6 (IEM, IEM TG): A Home for the Constitution; Chapter 7, Lesson 1 (IO): Investigate Cause and Effect; Chapter 8 (IEM, IEM TG): Inside an Ironclad; Chapter 8, Lesson 4 (IO): Investigate Chronology</p> |
| <h2>Structural Elements and Organization</h2> | |
| <p>5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p> | <p>Be a Social Studies Detective (IO): Video Library: Teach with Primary Sources; Chapter 1, Lesson 1 (TE, RC): Early Peoples of North America; Chapter 1, Lesson 2 (TE, RC): Native Americans of the Desert Southwest; Chapter 1, Lesson 3 (TE, IJ, RC): Native Peoples of the Pacific Coast; Chapter 1, Lesson 4 (TE, IJ, RC): Native Americans of the Plains; Chapter 1 (IEM, IEM TG): The Horse: “Sacred Dog” of the Great Plains; Chapter 2, Lesson 3 (IO): Investigate Reading Maps; Chapter 4, Lesson 2 (TE, RC): The Patriots, the Loyalists, and the British; Chapter 4, The Impact Today (TE, RC): The Government’s Role in the Economy; Chapter 4 (IEM, IEM TG): The Story of Crispus Attucks; Chapter 5 (IEM, IEM TG): Abigail Adams: Letter-Writing Revolutionary; Chapter 6 (IEM, IEM TG): At the Constitutional Convention; Chapter 6 (IEM, IEM TG): Alexander Hamilton; Chapter 8 (IEM, IEM TG): Clara Barton: Angel of the Battlefield</p> |
| <p>5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> | <p>Chapter 2, Lesson 1 (TE, IJ, RC): Dawn of the Age of Exploration; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins</p> |
| <h2>Synthesis and Connection of Ideas</h2> | |
| <p>5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> | <p>Be a Social Studies Detective (IO): Video Library: Analyzing the Source; Chapter 5, Lesson 2 (TE): The Declaration of Independence; Chapter 6, Lesson 2 (TE, IJ): A New Framework for Governing; Chapter 8, Lesson 1 (TE, IJ): Heading Towards War; Chapter 8, Lesson 4 (TE, IJ): The War Ends</p> |
| <p>5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p> | <p>Chapter 1, Lesson 1 (TE, IJ, RC): Early Peoples of North America; Chapter 5, Lesson 1 (TE, IJ, RC): The Revolution Begins; Chapter 5 (IEM, IEM TG): Two Midnight Rides</p> |

Reading: Vocabulary

Vocabulary Building

5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.

Chapter 1, Lesson 4 (TE, RC): Native Americans of the Plains; **Chapter 2, Lesson 2 (TE, RC):** Spanish Exploration and Conquest; **Chapter 4, Lesson 2 (TE, RC):** The Patriots, the Loyalists, and the British

This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online.

Vocabulary in Literature and Nonfiction Texts

5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).

Chapter 3, Investigate (TE, RC): Connect Through Literature; **Chapter 5, Investigate (TE, RC):** Connect Through Literature

5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

Be a Social Studies Detective (TE, RC): Explore Primary Sources; **Chapter 1, Investigate (TE, RC):** Connect Through Literature; **Chapter 3, Lesson 4 (TE, IJ):** The Middle Colonies; *This standard is also covered by the Explore Words activities found in every lesson of IMPACT Online, as well as the Build Meaning & Support Language section for each lesson in the IMPACT Teacher's Edition.*

5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.

Chapter 7, Lesson 2 (TE, RC): Advancements in Technology and Transportation; **Chapter 8, Lesson 5 (TE, RC):** Reconstructing the South

WRITING

Writing Genres: Argumentative, Informative, and Narrative

5.W.3.1 Write persuasive compositions in a variety of forms that –

- Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.
- Use language appropriate for the identified audience.
- Connect reasons to the position using words, phrases, and clauses.
- Provide a concluding statement or section related to the position presented.

Chapter 1, Lesson 3 (TE, IJ): Native Peoples of the Pacific Coast; **Chapter 2, Engage (TE, IJ):** Inquiry Project; **Chapter 2, Lesson 1 (TE, IJ):** Dawn of the Age of Exploration; **Chapter 2, Take Action (TE, IJ):** Inquiry Project; **Chapter 2, Take Action (TE, RC):** More to Explore; **Chapter 2, The Impact Today (TE, IJ):** Write About It; **Chapter 3, Lesson 1 (TE, IJ):** The Jamestown Colony; **Chapter 3, Lesson 4 (TE, IJ):** The Middle Colonies; **Chapter 4, Engage (TE, IJ):** Inquiry Project; **Chapter 4, Lesson 1 (TE, IJ):** The French and Indian War; **Chapter 4, Lesson 2 (TE, IJ):** The Patriots, the Loyalists, and the British; **Chapter 4, Lesson 3 (TE, IJ):** The Colonists Rebel; **Chapter 4, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Lesson 1 (TE, IJ):** The Revolution Begins; **Chapter 5, Lesson 2 (TE, IJ):** The Declaration of Independence; **Chapter 5, Lesson 5 (TE, IJ):** Outcomes of the Revolution; **Chapter 6, Engage (TE, IJ):** Inquiry Project; **Chapter 6, Take Action (TE, IJ):** Inquiry Project; **Chapter 7, Lesson 2 (TE, IJ):** Advancements in Technology and Transportation; **Chapter 7, Lesson 4 (TE, IJ, RC):** The Westward Expansion; **Chapter 7, Lesson 5 (TE, IJ):** Conflicts and Compromises; **Chapter 8, Lesson 1 (TE, IJ):** Heading Towards War; **Chapter 8, Lesson 2 (TE, IJ):** The Union and the Confederacy; **Chapter 8, Lesson 4 (TE, IJ):** The War Ends; **Chapter 8, Lesson 5 (TE, IJ):** Reconstructing the South

Standards Correlation

5.W.3.2 Write informative compositions on a variety of topics that

- Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.
- Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.
- Connect ideas within and across categories using transition words (e.g. therefore, in addition).
- Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension.
- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.
- Provide a concluding statement or section related to the information or explanation presented.

Chapter 1, Lesson 1 (TE, IJ): Early Peoples of North America; **Chapter 2, Lesson 2 (TE, IJ):** Spanish Exploration and Conquest; **Chapter 3, Lesson 3 (TE, IJ):** The New England Colonies; **Chapter 3, Lesson 5 (TE, IJ, RC):** The Southern Colonies; **Chapter 5, Lesson 3 (TE, IJ):** Defining Moments of the American Revolution; **Chapter 6, Lesson 1 (TE, IJ):** The Articles of Confederation; **Chapter 7, Engage (TE, IJ):** Inquiry Project; **Chapter 7, Lesson 3 (TE, IJ, RC):** People of the Young Republic; **Chapter 7, Take Action (TE, IJ):** Inquiry Project

5.W.3.3 Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- Use precise and expressive vocabulary and figurative language for effect.
- Provide an ending that follows from the narrated experiences or events.

Chapter 1, Lesson 2 (TE, IJ): Native Americans of the Desert Southwest; **Chapter 2, Lesson 3 (TE, IJ):** European Powers in the Americas; **Chapter 3, Engage (TE, IJ):** Inquiry Project; **Chapter 3, Lesson 2 (TE, IJ):** Cooperation and Conflict in North America; **Chapter 3, Take Action (TE, IJ):** Inquiry Project; **Chapter 5, Lesson 4 (TE, IJ):** Life During the Revolution; **Chapter 6, Lesson 2 (TE, IJ):** A New Framework for Governing; **Chapter 7, Lesson 1 (TE, IJ):** Early Leaders and Decisions; **Chapter 8, Lesson 3 (TE, IJ):** Struggles During the War

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

5.W.5 Conduct short research assignments and tasks on a topic.

- With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

Be a Social Studies Detective (IO): More to Explore: Analyze and Evaluate Sources; **Chapter 1, Lesson 1 (TE, IJ, RC):** Early Peoples of North America; **Chapter 1, Lesson 3 (TE, IJ, RC):** Native Peoples of the Pacific Coast; **Chapter 1, Lesson 4 (TE, IJ, RC):** Native Americans of the Plains; **Chapter 1, Lesson 5 (TE, IJ, RC):** Native Americans of the Eastern Woodlands; **Chapter 3, Lesson 2 (TE, IJ, RC):** Cooperation and Conflict in North America; **Chapter 3, Lesson 3 (TE, IJ, RC):** The New England Colonies; **Chapter 3, Lesson 5 (TE, IJ, RC):** The Southern Colonies; **Chapter 5, Lesson 1 (TE, IJ, RC):** The Revolution Begins; **Chapter 5, Lesson 2 (TE, IJ, RC):** The Declaration of Independence; **Chapter 5, Lesson 3 (TE, IJ, RC):** Defining Moments of the American Revolution; **Chapter 5, Lesson 4 (TE, IJ, RC):** Life During the Revolution; **Chapter 5, Lesson 5 (TE, IJ, RC):** Outcomes of the Revolution; **Chapter 6, Lesson 1 (TE, IJ, RC):** The Articles of Confederation; **Chapter 6, Lesson 2 (TE, IJ, RC):** A New Framework for Governing; **Chapter 7, Lesson 1 (TE, IJ, RC):** Early Leaders and Decisions; **Chapter 7, Lesson 2 (TE, IJ, RC):** Advancements in Technology and Transportation; **Chapter 7, Lesson 3 (TE, IJ, RC):** People of the Young Republic; **Chapter 7, Lesson 4 (TE, IJ, RC):** The Westward Expansion; **Chapter 7, Lesson 5 (TE, IJ, RC):** Conflicts and Compromises; **Chapter 8, Lesson 1 (TE, IJ, RC):** Heading Towards War; **Chapter 8, Lesson 2 (TE, IJ, RC):** The Union and the Confederacy; **Chapter 8, Lesson 4 (TE, IJ, RC):** The War Ends

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

5.W.6.1 Demonstrate command of English grammar and usage, focusing on:

5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

Chapter 1, Lesson 4 (TE): Native Americans of the Plains

5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

Chapter 1, Lesson 3 (TE): Native Peoples of the Pacific Coast

5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.

Chapter 1, Lesson 1 (TE): Early Peoples of North America

5.W.6.2b Punctuation –

- Applying correct usage of apostrophes and quotation marks in writing.
- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Chapter 2, Lesson 1 (TE): Dawn of the Age of Exploration; **Chapter 4, Lesson 1 (TE):** The French and Indian War; **Chapter 7, Lesson 4 (TE):** The Westward Expansion

5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.

Chapter 1, Lesson 2 (TE): Native Americans of the Desert Southwest; **Chapter 4, Lesson 3 (TE):** The Colonists Rebel

Standards Correlation

SPEAKING AND LISTENING

Speaking and Listening

Discussion and Collaboration

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| <p>5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p> | <p>Chapter 1, Lesson 2 (TE, IJ, RC): Native Americans of the Desert Southwest; Chapter 1, Lesson 3 (TE, IJ, RC): Native Peoples of the Pacific Coast; Chapter 1, Lesson 4 (TE, IJ, RC): Native Americans of the Plains; Chapter 1, Lesson 5 (TE, IJ, RC): Native Americans of the Eastern Woodlands; Chapter 2, Lesson 1 (TE, IJ, RC): Dawn of the Age of Exploration; Chapter 2, Lesson 2 (TE, IJ, RC): Spanish Exploration and Conquest; Chapter 2, Lesson 3 (TE, IJ, RC): European Powers in the Americas; Chapter 3, Lesson 1 (TE, IJ, RC): The Jamestown Colony; Chapter 3, Lesson 2 (TE, IJ, RC): Cooperation and Conflict in North America; Chapter 3, Lesson 3 (TE, IJ, RC): The New England Colonies; Chapter 3, Lesson 4 (TE, IJ, RC): The Middle Colonies; Chapter 4, Lesson 1 (TE, IJ, RC): The French and Indian War; Chapter 4, Lesson 2 (TE, IJ, RC): The Patriots, the Loyalists, and the British; Chapter 5, Lesson 2 (TE, IJ, RC): The Declaration of Independence; Chapter 5, Lesson 3 (TE, IJ, RC): Defining Moments of the American Revolution; Chapter 5, Lesson 4 (TE, IJ, RC): Life During the Revolution; Chapter 5, Lesson 5 (TE, IJ, RC): Outcomes of the Revolution; Chapter 6, Lesson 1 (TE, IJ, RC): The Articles of Confederation; Chapter 6, Lesson 2 (TE, IJ, RC): A New Framework for Governing; Chapter 6, Lesson 3 (TE, IJ, RC): Protecting the Rights of Citizens; Chapter 7, Lesson 1 (TE, IJ, RC): Early Leaders and Decisions; Chapter 7, Lesson 2 (TE, IJ, RC): Advancements in Technology and Transportation; Chapter 7, Lesson 4 (TE, IJ, RC): The Westward Expansion; Chapter 7, Lesson 5 (TE, IJ, RC): Conflicts and Compromises; Chapter 8, Lesson 3 (TE, IJ, RC): Struggles During the War; Chapter 8, Lesson 5 (TE, IJ, RC): Reconstructing the South</p> <p><i>This standard is also covered throughout the IMPACT Explorer Magazine, the IMPACT Explorer Magazine Teaching Guide, and the More to Explore features in most lessons of IMPACT Online.</i></p> |
| <p>5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p> | <p>Chapter 1, Lesson 1 (TE, IJ): Early Peoples of North America; Chapter 1, Lesson 5 (TE, IJ): Native Americans of the Eastern Woodlands; Chapter 2, Take Action (TE, RC): Connections in Action!; Chapter 5, Lesson 1 (TE, RC): The Revolution Begins</p> |
| <p>5.SL.2.3 Establish and follow agreed-upon rules for discussion.</p> | <p>Chapter 1, Lesson 2 (TE, IJ): Native Americans of the Desert Southwest; Chapter 2, Lesson 1 (TE, IJ): Dawn of the Age of Exploration; Chapter 3, Lesson 4 (TE, IJ): The Middle Colonies; Chapter 5, Take Action (TE): Connections in Action!; Chapter 5, The Impact Today (TE): Social Emotional Learning; Chapter 7, Lesson 4 (TE, IJ): The Westward Expansion; Chapter 7, Lesson 5 (TE, IJ): Conflicts and Compromises</p> |

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| 5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | Chapter 1, Lesson 1 (TE, IJ): Early Peoples of North America; Chapter 2, Lesson 1 (TE, IJ): Dawn of the Age of Exploration; Chapter 4, Engage (TE): Inquiry Project |
| 5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions. | Chapter 4, Lesson 2 (TE, IJ): The Patriots, the Loyalists, and the British; Chapter 8, Lesson 1 (TE, IJ): Heading Towards War |

Comprehension

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| 5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Chapter 2, Lesson 3 (TE, IJ, RC): European Powers in the Americas; Chapter 3, Lesson 3 (IO): Lesson Video: The History of Massachusetts; Chapter 3, Lesson 4 (TE, IJ): The Middle Colonies; Chapter 3, Lesson 4 (IO): Lesson Video: The Founding of Pennsylvania; Chapter 3, Lesson 5 (TE, IJ, RC): The Southern Colonies; Chapter 4, Lesson 1 (TE, IJ): The French and Indian War; Chapter 4, Lesson 2 (TE, IJ): The Patriots, the Loyalists, and the British |
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Presentation of Knowledge and Ideas

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| 5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace. | Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 2, Engage (TE, IJ): Inquiry Project; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Engage (TE, IJ): Inquiry Project; Chapter 3, Take Action (TE, IJ): Inquiry Project; Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 5, Engage (TE, IJ): Inquiry Project; Chapter 5, Take Action (TE, IJ): Inquiry Project; Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Take Action (TE, IJ): Inquiry Project |
| 5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes. | Chapter 1, Engage (TE, IJ): Inquiry Project; Chapter 1, Take Action (TE, IJ): Inquiry Project; Chapter 2, Engage (TE, IJ): Inquiry Project; Chapter 2, Take Action (TE, IJ): Inquiry Project; Chapter 3, Engage (TE, IJ): Inquiry Project; Chapter 3, Take Action (TE, IJ): Inquiry Project; Chapter 4, Engage (TE, IJ): Inquiry Project; Chapter 4, Take Action (TE, IJ): Inquiry Project; Chapter 5, Engage (TE, IJ): Inquiry Project; Chapter 5, Take Action (TE, IJ): Inquiry Project; Chapter 6, Engage (TE, IJ): Inquiry Project; Chapter 6, Take Action (TE, IJ): Inquiry Project |

MEDIA LITERACY

Media Literacy

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| 5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims. | Be a Social Studies Detective (IO): More to Explore: Analyze and Evaluate Sources |
| 5.ML.2.2 Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. | Chapter 7, Lesson 5 (TE, IJ): Conflicts and Compromises; Chapter 8, The Impact Today (TE, IJ, RC): Young People Making a Difference |

Key: **IJ:** Inquiry Journal; **RC:** Research Companion; **IEM:** IMPACT Explorer Magazine; **TE:** Teacher Edition; **IEM TG:** IMPACT Explorer Magazine Teaching Guide; **IO:** IMPACT Online