

Grade 5

Adopted 2017

U.S.: Creating a New Nation

1. **Generate compelling questions to explore the creation of the United States.** [SS.5.1](#)

2. **Generate and answer supporting questions that help address the compelling question.** [SS.5.2](#)

3. **Determine the credibility of multiple sources by using corroboration and close reading** [SS.5.3](#)

4. **Gather primary and secondary sources and use them to construct a response to support a compelling question.** [SS.5.4](#)

5. **Cite evidence from multiple sources in response to compelling questions.** [SS.5.5](#)

6. **Craft an argument to answer a compelling question, using evidence and reasoning skills.** [SS.5.6](#)

7. **Construct organized explanations for various audiences and purposes using evidence and reasoning.** [SS.5.7](#)

8. **Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.** [SS.5.8](#)

9. **List and discuss group or individual action to help address local, regional, and or national problems.** [SS.5.9](#)

10. **Use deliberative and democratic procedures to take action about an issue.** [SS.5.10](#)

11. **Examine the development of political parties in U.S. History.** [SS.5.11](#)

12. **Investigate what it meant to be an American, for different groups of people in early U.S. History.** [SS.5.12](#)

13. **Explore the development of colonial America and compare regional differences among the colonies.** [SS.5.13](#)

14. **Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.** [SS.5.14](#)

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- 15. Analyze how various political, religious, and intellectual ideas have impacted the development of early American society and government. SS.5.15**
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- 16. Evaluate the causes and effects of the American Revolution. SS.5.16**
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- 17. Analyze how and why racial, ethnic, and other groups were oppressed in early U.S. History. SS.5.17**
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- 18. Evaluate how individuals and groups used ideas in foundational documents to create communities of respect, equity and diversity throughout U.S. History. SS.5.18**
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- 19. Discuss the contributions of culturally, racially, and ethnically diverse people to the advancement of the nation. SS.5.19**
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- 20. Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents has changed over time. SS.5.20**
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- 21. Describe representative government and explore debates in the formation of the U.S. Constitution. SS.5.21**
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- 22. Analyze core civic virtues and democratic principles and their impact on early U.S. History. SS.5.22**
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- 23. Investigate how individuals exercise rights and responsibilities. SS.5.23**
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- 24. Investigate methods by which individuals can influence rules and laws in classroom, school, government, and/or society. SS.5.24**
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- 25. Analyze how the Bill of Rights shaped American rights. SS.5.25**
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- 26. Explain the structures of constitutional government and the role of checks and balances. SS.5.26**
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- 27. Describe how the nation has changed in the past and continues to change in order to limit and/or protect individual rights. SS.5.27**
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- 28. Analyze various maps to illustrate environmental, political, and cultural characteristics of a region and their impact on historical events in early U.S. History. SS.5.28**
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- 29. Evaluate how the relationship between the environment and humans impacted early U.S. History. SS.5.29**
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- 30. Analyze rules and laws that encourage or restrict migration and immigration with U.S. regions of the early U.S. SS.5.30**
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- 31. Analyze how the physical geography and natural resources affected exploration and the settlement of people and the development of culture in early U.S. History. SS.5.31**

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- 32. Compare and contrast the similarities and differences of the economies in the colonial regions.** SS.5.32
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- 33. Investigate the development of the early U.S. economy.** SS.5.33
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- 34. Evaluate the role of slavery in the early U.S. economy.** SS.5.34
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- 35. Explain how trade was an important issue during the colonial period and American Revolution, and the formation of the U.S.** SS.5.35