

Florida Standards

Social Studies

with revised Civics & Holocaust Ed (AD2021/IMPL 2023)

Grade: 5

Adopted 2014

Strand	FL.SS.5.A.	American History
Standard	SS.5.A.1.	Historical Inquiry and Analysis
Benchmark	SS.5.A.1.1.	Use primary and secondary sources to understand history. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1 Project Grade 5 Teacher's Guide: Chapter 1 Review Grade 5 Teacher's Guide: Chapter 1: Introduction Grade 5 Teacher's Guide: Chapter 1: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 2. Three Sisters Grade 5 Teacher's Guide: Chapter 1: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 2. Mapping North American Indian Groups Grade 5 Teacher's Guide: Chapter 2 Project Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 2. A Colonial Education Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure

Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources
 Grade 5 Teacher's Guide: Chapter 4 Project
 Grade 5 Teacher's Guide: Chapter 4 Review
 Grade 5 Teacher's Guide: Chapter 4: Introduction
 Grade 5 Teacher's Guide: Chapter 4: Lesson 1 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest
 Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 2. History Witnesses
 Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists
 Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending
 Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence
 Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable
 Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis
 Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States
 Grade 5 Teacher's Guide: Chapter 4: Lesson 5 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory
 Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government
 Grade 5 Teacher's Guide: Chapter 4: Lesson 6 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government
 Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps
 Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt
 Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism
 Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure
 Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign
 Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today
 Grade 5 Teacher's Guide: Chapter 5 Project
 Grade 5 Teacher's Guide: Chapter 5 Review
 Grade 5 Teacher's Guide: Chapter 5: Introduction
 Grade 5 Teacher's Guide: Chapter 5: Lesson 1 Closure
 Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet
 Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties
 Grade 5 Teacher's Guide: Chapter 5: Lesson 2 Closure
 Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows
 Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West
 Grade 5 Teacher's Guide: Chapter 5: Lesson 3 Closure
 Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation
 Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation
 Grade 5 Teacher's Guide: Chapter 5: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1. Opportunities and Conflict in the West
 Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History
 Grade 5 Teacher's Guide: Chapter 6 Project
 Grade 5 Teacher's Guide: Chapter 6 Review
 Grade 5 Teacher's Guide: Chapter 6: Introduction
 Grade 5 Teacher's Guide: Chapter 6: Lesson 1 Closure

Grade 5 Teacher's Guide: Chapter 6: Lesson 1: 1. Studying Slavery through Oral Histories
 Grade 5 Teacher's Guide: Chapter 6: Lesson 1: 2. Resisting Slavery
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 1. Mapping the Missouri Compromise
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 2. The Slavery Balancing Act
 Grade 5 Teacher's Guide: Chapter 6: Lesson 3 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide
 Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 2. Heroes and Villains
 Grade 5 Teacher's Guide: Chapter 6: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 4: 1. No Turning Back
 Grade 5 Teacher's Guide: Chapter 6: Lesson 4: 2. The Realities of War
 Grade 5 Teacher's Guide: Chapter 6: Lesson 5 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 5: 1. Civil War Skits
 Grade 5 Teacher's Guide: Chapter 6: Lesson 5: 2. Reading and Making Graphs
 Grade 5 Teacher's Guide: Chapter 6: Lesson 6 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 1. Rebuilding a Nation
 Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments
 Grade 5 Teacher's Guide: Chapter 6: Lesson 7 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 7: 1. The Freedmen's Bureau
 Grade 5 Teacher's Guide: Chapter 6: Lesson 7: 2. The Struggle for Equality

NYSTROM YOUNG CITIZENS Student Book

Grade 5 Founding Documents

Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia?
 Grade 5 Student Book: Chapter 2: Lesson 4: Why Did the Pilgrims Found Their Own Colony?
 Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England?
 Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like?
 Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict?
 Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin?
 Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence?
 Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War?
 Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation?
 Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention?
 Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say?
 Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified?
 Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face?
 Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West?
 Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion?
 Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean?
 Grade 5 Student Book: Chapter 6: Lesson 1: What Was Slavery like in the United States?
 Grade 5 Student Book: Chapter 6: Lesson 2: What Happened When Slavery Expanded into New Areas?
 Grade 5 Student Book: Chapter 6: Lesson 3: Why Did the North and South Grow Apart?
 Grade 5 Student Book: Chapter 6: Lesson 4: How Did the Civil War Begin?
 Grade 5 Student Book: Chapter 6: Lesson 5: What Led to the Union's Victory?
 Grade 5 Student Book: Chapter 6: Lesson 6: How Did the Southern States Rejoin the Union?
 Grade 5 Student Book: Chapter 6: Lesson 7: What Other Changes Took Place after the Civil War?

NYSTROM YOUNG CITIZENS Activity Sheets

Chapter 2 Review: Chapter 2 Review
Chapter 2 Test: Chapter 2 Test
Chapter 2: Lesson 3: 2d The Origins of Jamestown Colony
Chapter 2: Lesson 3: 2e The Virginia Company Pamphlet
Chapter 2: Lesson 4: 2f Three Facts and Three Questions
Chapter 2: Lesson 4: 2g Drawing Conclusions
Chapter 3 Review: Chapter 3 Review
Chapter 3 Test: Chapter 3 Test
Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies
Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide
Chapter 3: Lesson 2: 3c Town Meeting Simulation
Chapter 3: Lesson 2: 3d A Colonial Education
Chapter 3: Lesson 4: 3e Using Primary Sources
Chapter 4 Review: Chapter 4 Review
Chapter 4 Test: Chapter 4 Test
Chapter 4: Lesson 1: 4a History Witnesses
Chapter 4: Lesson 2: 4b Patriots vs. Loyalists
Chapter 4: Lesson 2: 4c Choose Your Own Ending
Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence
Chapter 4: Lesson 4: 4e Visual Analysis
Chapter 4: Lesson 5: 4f Moving into the Northwest Territory
Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt
Chapter 4: Lesson 8: 4h The Bill of Rights Today
Chapter 5 Review: Chapter 5 Review
Chapter 5 Test: Chapter 5 Test
Chapter 5: Custom Components and Activities: 5a People on the Frontier
Chapter 5: Lesson 1: 5b The Birth of American Political Parties
Chapter 5: Lesson 2: 5c Settling the American West
Chapter 5: Lesson 3: 5d Troubles for a Growing Nation
Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West
Chapter 5: Lesson 4: 5f Interview with History
Chapter 6 Review: Chapter 6 Review
Chapter 6 Test: Chapter 6 Test
Chapter 6: Lesson 1: 6a Studying Slavery through Oral Histories
Chapter 6: Lesson 2: 6b The Slavery Balancing Act
Chapter 6: Lesson 3: 6c The Growing Divide
Chapter 6: Lesson 4: 6d No Turning Back
Chapter 6: Lesson 5: 6e Reading and Making Graphs
Chapter 6: Lesson 7: 6f The Freedmen's Bureau

NYSTROM YOUNG CITIZENS Group Activity Cards

African Americans
Agrippa Hull
Algonkian-Speaking American Indians
American Indians
Bridget Bishop
Colonel Tye
Daniel and Dinah Byrnes
Deborah Sampson
Dorothy Good

		Draftees Eleanor White Dare and Virginia Dare Elizabeth Parris and Abigail Williams Governor William Phips Immigrants Jessie Benton Fremont John C. Fremont John White Jose Castro Kit Carson Latinos Lorenda Holmes Manteo Samuel Sewall Sir Walter Raleigh The Civil War The Delaware The Klamath The Klamath Lake Massacre The Myster of Roanoke Colon The Salem Witch Trials Thomas Hariot Tituba White Eyes Women <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers Inventors and Their Inventions The Civil War The Pilgrims and the Wampanoag The Triangular Trade Ancestral Pueblo People The Civil War
Benchmark	SS.5.A.1.2.	Utilize timelines to identify and discuss American History time periods. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1: Introduction Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 1. Summarizing Great Civilizations Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation Grade 5 Teacher's Guide: Chapter 6: Introduction Grade 5 Teacher's Guide: Chapter 6: Lesson 3 Closure <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 1: Introduction: The First American Civilizations

		Grade 5 Student Book: Chapter 2: Introduction: Europeans in the Americas Grade 5 Student Book: Chapter 3: introduction: The Colonial Period Grade 5 Student Book: Chapter 4: Introduction: The American Revolution Grade 5 Student Book: Chapter 5: Introduction: Westward Expansion Grade 5 Student Book: Chapter 6: Introduction: The Civil War <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 5 Review: Chapter 5 Review Chapter 6 Review: Chapter 6 Review <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers Inventors and Their Inventions
Strand	FL.SS.5.A.	American History
Standard	SS.5.A.2.	Pre-Columbian North America
Benchmark	SS.5.A.2.1.	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1 Review Grade 5 Teacher's Guide: Chapter 1: Introduction Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 1. Summarizing Great Civilizations Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 2. Mapping North American Indian Groups Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 1: Lesson 1: How Did Early American Indians Live? Grade 5 Student Book: Chapter 1: Lesson 2: What Were Some American Indian Civilizations? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 1 Review: Chapter 1 Review Chapter 1 Test: Chapter 1 Test Chapter 1: Lesson 2: 1b Summarizing Great Civilizations Chapter 2 Test: Chapter 2 Test <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Aztecs The Inca The Maya The Ojibwe The Olmec The Haudenosaunee

		<u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Ancestral Pueblo People
Benchmark	SS.5.A.2.2.	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1 Project Grade 5 Teacher's Guide: Chapter 1 Review Grade 5 Teacher's Guide: Chapter 1: Introduction Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 2. Three Sisters Grade 5 Teacher's Guide: Chapter 1: Lesson 1: Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 1. Summarizing Great Civilizations Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 2. Mapping North American Indian Groups Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 1: Lesson 1: How Did Early American Indians Live? Grade 5 Student Book: Chapter 1: Lesson 2: What Were Some American Indian Civilizations? Grade 5 Student Book: Chapter 1: Introduction Grade 5 Student Book: Chapter 1: Biography Gallery Grade 5 Student Book: Chapter 1: Summary <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 1 Review: Chapter 1 Review Chapter 1 Test: Chapter 1 Test Chapter 1: Lesson 1: 1a Living with the Land Chapter 1: Lesson 1: 1b Summarizing Great Civilizations Chapter 2: Lesson 2: 2c Comparing Perspectives Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Aztecs The Haudenosaunee The Inca The Maya The Ojibwe The Olmec <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Ancestral Pueblo People
Benchmark	SS.5.A.2.3.	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

		<u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1 Project Grade 5 Teacher's Guide: Chapter 1 Review Grade 5 Teacher's Guide: Chapter 1: Introduction Grade 5 Teacher's Guide: Chapter 1: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 2. Three Sisters Grade 5 Teacher's Guide: Chapter 1: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 1. Summarizing Great Civilizations Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 2. Mapping North American Indian Groups Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 1: Lesson 1: How Did Early American Indians Live? Grade 5 Student Book: Chapter 1: Lesson 2: What Were Some American Indian Civilizations? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 1 Review: Chapter 1 Review Chapter 1 Test: Chapter 1 Test Chapter 1: Lesson 1: 1a Living with the Land Chapter 2: Lesson 2: 2c Comparing Perspectives Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Aztecs The Haudenosaunee The Inca The Maya The Ojibwe The Olmec <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Ancestral Pueblo People Folktales of the Frontier The Pilgrims and the Wampanoag
Strand	FL.SS.5.A.	American History
Standard	SS.5.A.3.	Exploration and Settlement of North America
Benchmark	SS.5.A.3.1.	Describe technological developments that shaped European exploration. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Project Grade 5 Teacher's Guide: Chapter 2: Introduction Grade 5 Teacher's Guide: Chapter 2: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe

		Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 1: 2a The Age of Exploration Chapter 2: Lesson 1: 2b Exploring the Globe Chapter 2: Lesson 2: 2c Comparing Perspectives
Benchmark	SS.5.A.3.2.	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Project Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Introduction Grade 5 Teacher's Guide: Chapter 2: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe Grade 5 Teacher's Guide: Chapter 2: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 1: 2a The Age of Exploration Chapter 2: Lesson 1: 2b Exploring the Globe Chapter 2: Lesson 2: 2c Comparing Perspectives <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> John White
Benchmark	SS.5.A.3.3.	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives

Grade 5 Teacher's Guide: Chapter 2: Lesson 2: Closure
 Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony
 Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet
 Grade 5 Teacher's Guide: Chapter 2: Lesson 3: Closure
 Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions
 Grade 5 Teacher's Guide: Chapter 2: Lesson 4: Closure
 Grade 5 Teacher's Guide: Chapter 2 Project
 Grade 5 Teacher's Guide: Chapter 3: Project
 Grade 5 Teacher's Guide: Chapter 3 Review
 Grade 5 Teacher's Guide: Chapter 3: Introduction
 Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources
 Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest
 Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory
 Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps

NYSTROM YOUNG CITIZENS Student Book

Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean?
 Grade 5 Student Book: Chapter 2: Lesson 1: Perspective on Geography: European Routes to Asia
 Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas?
 Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia?
 Grade 5 Student Book: Chapter 2: Lesson 3: What do We Know About the First Africans in Jamestown?
 Grade 5 Student Book: Chapter 2: Lesson 4: Why did the Pilgrims found their own colony?
 Grade 5 Student Book: Chapter 2: Summary
 Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England?
 Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like?
 Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict?

NYSTROM YOUNG CITIZENS Activity Sheets

Chapter 2 Review: Chapter 2 Review
 Chapter 2 Test: Chapter 2 Test
 Chapter 2: Lesson 3: 2d The Origins of Jamestown Colony
 Chapter 2: Lesson 3: 2e The Virginia Company Pamphlet
 Chapter 2: Lesson 3: 2f Three Facts and Three Questions
 Chapter 2: Lesson 4: 2g Drawing Conclusions
 Chapter 3 Review: Chapter 3 Review
 Chapter 3 Test: Chapter 3 Test
 Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide
 Chapter 3: Lesson 4: 3e Using Primary Sources
 Chapter 4: Lesson 1: 4a History Witnesses
 Chapter 5 Test: Chapter 5 Test
 Chapter 5: Lesson 1: 5b The Birth of American Political Parties
 Chapter 6: Lesson 1: 6a Studying Slavery through Oral Histories

NYSTROM YOUNG CITIZENS Group Activity Cards

		Agrippa Hull Colonel Tye White Eyes <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade The Pilgrims and the Wampanoag
Strand	FL.SS.5.A.	American History
Standard	SS.5.A.4.	Colonization of North America
Benchmark	SS.5.A.4.1.	Identify the economic, political and socio-cultural motivation for colonial settlement. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Project Grade 5 Teacher's Guide: Chapter 2: Introduction Grade 5 Teacher's Guide: Chapter 2: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe Grade 5 Teacher's Guide: Chapter 2: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade The Pilgrims and the Wampanoag <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? Grade 5 Student Book: Chapter 2: Summary <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 1: 2a The Age of Exploration Chapter 2: Lesson 1: 2b Exploring the Globe Chapter 2: Lesson 2: 2c Comparing Perspectives <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Sir Walter Raleigh Thomas Hariot John White
Benchmark	SS.5.A.4.2.	Compare characteristics of New England, Middle, and Southern colonies.

NYSTROM YOUNG CITIZENS Teacher's Guide

Grade 5 Teacher's Guide: Chapter 2 Review

Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure

Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony

Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet

Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure

Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions

Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions

Grade 5 Teacher's Guide: Chapter 3 Project

Grade 5 Teacher's Guide: Chapter 3 Review

Grade 5 Teacher's Guide: Chapter 3: Introduction

Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure

Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies

Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure

Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation

Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 2. A Colonial Education

Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure

Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies

Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies

Grade 5 Teacher's Guide: Chapter 3: Lesson 4 Closure

Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses

Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources

Grade 5 Teacher's Guide: Chapter 4: Introduction

Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest

Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States

NYSTROM YOUNG CITIZENS Student Book

Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia?

Grade 5 Student Book: Chapter 2: Lesson 4: Why Did the Pilgrims Found Their Own Colony?

Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England?

Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?

Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like?

Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like?

NYSTROM YOUNG CITIZENS Activity Sheets

Chapter 2 Review: Chapter 2 Review

Chapter 2 Test: Chapter 2 Test

Chapter 2: Lesson 3: 2d The Origins of Jamestown Colony

Chapter 2: Lesson 3: 2e The Virginia Company Pamphlet

Chapter 2: Lesson 4: 2g Drawing Conclusions

Chapter 3 Review: Chapter 3 Review

Chapter 3 Test: Chapter 3 Test

Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies

Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide

Chapter 3: Lesson 2: 3c Town Meeting Simulation

Chapter 3: Lesson 2: 3d A Colonial Education

Chapter 3: Lesson 4: 3e Using Primary Sources

NYSTROM YOUNG CITIZENS Group Activity Cards

Bridget Bishop

		Dorothy Good Eleanor White Dare and Virginia Dare Elizabeth Parris and Abigail Williams Governor William Phips John White Samuel Sewall Sir Walter Raleigh Thomas Hariot Tituba <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Pilgrims and the Wampanoag The Triangular Trade
Benchmark	SS.5.A.4.3.	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like? <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Algonkian-Speaking American Indians Eleanor White Dare and Virginia Dare John White Manteo Sir Walter Raleigh Thomas Hariot <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2: Lesson 3: 2d The Origins of Jamestown Colony Chapter 2: Lesson 4: 2g Drawing Conclusions
Benchmark	SS.5.A.4.4.	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony

Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet
 Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions
 Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions
 Grade 5 Teacher's Guide: Chapter 3 Project
 Grade 5 Teacher's Guide: Chapter 3 Review
 Grade 5 Teacher's Guide: Chapter 3: Introduction
 Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation
 Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 2. A Colonial Education
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4 Closure
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses
 Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources
 Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest

NYSTROM YOUNG CITIZENS Student Book

Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia?
 Grade 5 Student Book: Chapter 2: Lesson 4: Why Did the Pilgrims Found Their Own Colony?
 Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England?
 Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like?

NYSTROM YOUNG CITIZENS Activity Sheets

Chapter 2: Lesson 4: 2g Drawing Conclusions
 Chapter 3 Review: Chapter 3 Review
 Chapter 3 Test: Chapter 3 Test
 Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies
 Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide
 Chapter 3: Lesson 2: 3c Town Meeting Simulation
 Chapter 3: Lesson 2: 3d A Colonial Education
 Chapter 3: Lesson 4: 3e Using Primary Sources

NYSTROM YOUNG CITIZENS Group Activity Cards

Bridget Bishop
 Dorothy Good
 Elizabeth Parris and Abigail Williams
 Governor William Phips
 Samuel Sewall
 Tituba

NYSTROM YOUNG CITIZENS Leveled Student Readers

The Pilgrims and the Wampanoag
 The Triangular Trade

Benchmark	SS.5.A.4.5.	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Benchmark	SS.5.A.4.6.	Describe the introduction, impact, and role of slavery in the colonies. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? Grade 5 Student Book: Chapter 4: Lesson 6: What happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Perspective on History Grade 5 Student Book: Chapter 4: Summary <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review

		Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 3: 2e The Virginia Company Pamphlet Chapter 2: Lesson 4: 2g Drawing Conclusions Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide Chapter 3: Lesson 4: 3e Using Primary Sources Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 1: 5b The Birth of American Political Parties Chapter 6: Lesson 1: 6a Studying Slavery through Oral Histories <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Strand	FL.SS.5.A.	American History
Standard	SS.5.A.5.	American Revolution & Birth of a New Nation
Benchmark	SS.5.A.5.1.	Identify and explain significant events leading up to the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 2. History Witnesses Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 1: 4a History Witnesses Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 2: 4c Choose Your Own Ending Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence

		<u>NYSTROM YOUNG CITIZENS Levelled Student Readers</u> Constitution Writers The Triangular Trade <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Lorenda Holmes
Benchmark	SS.5.A.5.2.	Identify significant individuals and groups who played a role in the American Revolution. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face? <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 2. History Witnesses Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties <u>NYSTROM YOUNG CITIZENS Levelled Student Readers</u> Constitution Writers The Triangular Trade <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 2: 4c Choose Your Own Ending Chapter 4: Lesson 4: 4e Visual Analysis Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 1: 5b The Birth of American Political Parties Chapter 6: Lesson 5: 6e Reading and Making Graphs

		<u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Daniel and Dinah Byrnes Deborah Sampson Lorenda Holmes White Eyes
Benchmark	SS.5.A.5.3.	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 2: Exploring the Document: The Mayflower Compact Grade 5 Student Book: Chapter 2: Perspective on Civics: Social Contracts Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Exploring the Document: Declaration of Independence Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Perspective on Civics: What Does the Constitution Say about Individual Responsibility? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? Grade 5 Student Book: Chapter 4: Perspective on Civics: The Bill of Rights Today Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face? Grade 5 Student Book: Chapter 5: Perspective on History: Ancient Rome and Early America Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Why Did the Pilgrims Found Their Own Colony? Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: 2. History Witnesses Grade 5 Teacher's Guide: Chapter 4: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties <u>NYSTROM YOUNG CITIZENS Activity Sheets</u>

		Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 1: 4a History Witnesses Chapter 4: Lesson 2: 4b Patriots versus Loyalists Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> The American Revolution
Benchmark	SS.5.A.5.4.	Examine and explain the changing roles and impact of significant women during the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Deborah Sampson Lorenda Holmes
Benchmark	SS.5.A.5.5.	Examine and compare major battles and military campaigns of the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Test: Chapter 4 Test

		Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 4: 4e Visual Analysis Chapter 6: Lesson 5: 6e Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Daniel and Dinah Byrnes Deborah Sampson Lorenda Holmes White Eyes <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Benchmark	SS.5.A.5.6.	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 4: 4e Visual Analysis Chapter 6: Lesson 5: 6e Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Daniel and Dinah Byrnes Deborah Sampson Lorenda Holmes White Eyes <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Benchmark	SS.5.A.5.7.	Explain economic, military, and political factors which led to the end of the Revolutionary War.

		<u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 4: 4e Visual Analysis Chapter 6: Lesson 5: 6e Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Daniel and Dinah Byrnes Deborah Sampson Lorenda Holmes White Eyes
Benchmark	SS.5.A.5.8.	Evaluate the personal and political hardships resulting from the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists

		Chapter 4: Lesson 4: 4e Visual Analysis Chapter 6: Lesson 5: 6e Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Daniel and Dinah Byrnes Deborah Sampson Lorenda Holmes White Eyes <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Benchmark	SS.5.A.5.9.	Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 6: Lesson 1: What Was Slavery like in the United States? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 5: 4f Moving into the Northwest Territory
Benchmark	SS.5.A.5.10.	Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today

		Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 4: Lesson 5: Perspective on Economics: What Were the Benefits of a Strong Federal Government? Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 7: Perspective on Civics: What Does the constitution Say About Individual Responsibility? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? Grade 5 Student Book: Chapter 4: Lesson 8: Perspectives on Civics: The Bill of Rights Today Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Strand	FL.SS.5.A.	American History
Standard	SS.5.A.6.	Growth and Westward Expansion
Benchmark	SS.5.A.6.1.	Describe the causes and effects of the Louisiana Purchase. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 5 Review Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 5: Lesson 2: Perspective on Geography: Challenges of the Lewis and Clark Expedition Grade 5 Student Book: Chapter 6: Lesson 2: What Happened When Slavery Expanded into New Areas? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 2: 5c Settling the American West

		NYSTROM YOUNG CITIZENS Leveled Student Readers Inventors and Their Inventions
Benchmark	SS.5.A.6.2.	Identify roles and contributions of significant people during the period of westward expansion. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 5 Teacher's Guide: Chapter 5 Review Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1. Opportunities and Conflict in the West Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History NYSTROM YOUNG CITIZENS Student Book Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? NYSTROM YOUNG CITIZENS Activity Sheets Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Custom Components and Activities: 5a People on the Frontier Chapter 5: Lesson 2: 5c Settling the American West Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West NYSTROM YOUNG CITIZENS Group Activity Cards Jessie Benton Fremont John C. Fremont Jose Castro Kit Carson
Benchmark	SS.5.A.6.3.	Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 5 Teacher's Guide: Chapter 5: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 4.1. Opportunities and Conflict in the West Grade 5 Teacher's Guide: Chapter 5: Review Grade 5 Teacher's Guide: Chapter 6: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide NYSTROM YOUNG CITIZENS Student Book Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 6: Lesson 3: Why Did the North and South Grow Apart?

		<u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 3: 5c Settling the American West Chapter 6: Lesson 3: 6c The Growing Divide <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Inventors and Their Inventions
Benchmark	SS.5.A.6.4.	Explain the importance of the explorations west of the Mississippi River. <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Jessie Benton Fremont John C. Fremont Jose Castro Kit Carson The Delaware The Klamath <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions that Changed the Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 3: Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1. Opportunities and Conflict in the West Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History Grade 5 Teacher's Guide: Chapter 5: Lesson 4: Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 4: Review <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? Grade 5 Student Book: Chapter 5: Chapter Summary <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 2: 5c Settling the American West Chapter 5: Lesson 3: 5d Troubles for a Growing Nation Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West Chapter 5: Lesson 4: 5f Interview with History
Benchmark	SS.5.A.6.5.	Identify the causes and effects of the War of 1812. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 5: Lesson 3 Closure

		NYSTROM YOUNG CITIZENS Student Book Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion?
Benchmark	SS.5.A.6.6.	Explain how westward expansion affected Native Americans. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide NYSTROM YOUNG CITIZENS Student Book Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? NYSTROM YOUNG CITIZENS Activity Sheets Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Custom Components and Activities: 5a People on the Frontier Chapter 5: Lesson 3: 5d Troubles for a Growing Nation Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West NYSTROM YOUNG CITIZENS Group Activity Cards Jessie Benton Fremont John C. Fremont Jose Castro Kit Carson The Delaware The Klamath NYSTROM YOUNG CITIZENS Leveled Student Readers Folktales of the Frontier
Benchmark	SS.5.A.6.7.	Discuss the concept of Manifest Destiny. NYSTROM YOUNG CITIZENS Teacher's Guide Grade 5 Teacher's Guide: Chapter 5 Review Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History NYSTROM YOUNG CITIZENS Student Book Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West?

		<u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 2: 5c Settling the American West
Benchmark	SS.5.A.6.8.	Describe the causes and effects of the Missouri Compromise. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 6: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 1. Mapping the Missouri Compromise Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 2. The Slavery Balancing Act <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 6: Lesson 2: What Happened When Slavery Expanded into New Areas? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 6 Review: Chapter 6 Review Chapter 6 Test: Chapter 6 Test
Benchmark	SS.5.A.6.9.	Describe the hardships of settlers along the overland trails to the west. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 5 Review Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1. Opportunities and Conflict in the West <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West
Strand	FL.SS.5.G.	Geography
Standard	SS.5.G.1.	The World in Spatial Terms
Benchmark	SS.5.G.1.1.	Interpret current and historical information using a variety of geographic tools. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1: Lesson 2: 2. Mapping North American Indian Groups Grade 5 Teacher's Guide: Chapter 2 Project Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Introduction

Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists
 Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States
 Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory
 Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps
 Grade 5 Teacher's Guide: Chapter 5: Introduction
 Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties
 Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows
 Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation
 Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation
 Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History
 Grade 5 Teacher's Guide: Chapter 6: Lesson 1: 2. Resisting Slavery
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2 Closure
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 1. Mapping the Missouri Compromise
 Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 2. The Slavery Balancing Act
 Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 2. Heroes and Villains
 Grade 5 Teacher's Guide: Chapter 6: Lesson 4: 2. The Realities of War

NYSTROM YOUNG CITIZENS Student Book

Grade 5 Atlas

Grade 5 Student Book: Chapter 1: Lesson 1: How Did Early American Indians Live?
 Grade 5 Student Book: Chapter 1: Lesson 2: What Were Some American Indian Civilizations?
 Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean?
 Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas?
 Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England?
 Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like?
 Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like?
 Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict?
 Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin?
 Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War?
 Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation?
 Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified?
 Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face?
 Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West?
 Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion?
 Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean?
 Grade 5 Student Book: Chapter 6: Lesson 1: What Was Slavery like in the United States?
 Grade 5 Student Book: Chapter 6: Lesson 2: What Happened When Slavery Expanded into New Areas?
 Grade 5 Student Book: Chapter 6: Lesson 3: Why Did the North and South Grow Apart?
 Grade 5 Student Book: Chapter 6: Lesson 4: How Did the Civil War Begin?
 Grade 5 Student Book: Chapter 6: Lesson 5: What Led to the Union's Victory?
 Grade 5 Student Book: Chapter 6: Lesson 6: How Did the Southern States Rejoin the Union?
 Grade 5 Student Book: Chapter 6: Lesson 7: What Other Changes Took Place after the Civil War?

NYSTROM YOUNG CITIZENS Activity Sheets

Chapter 1 Review: Chapter 1 Review
 Chapter 1 Test: Chapter 1 Test
 Chapter 2 Review: Chapter 2 Review
 Chapter 2 Test: Chapter 2 Test

		Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Aztecs The Haudenosaunee The Inca The Maya The Ojibwe The Olmec Longitude and Latitude <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers Folktales of the Frontier Inventors and Their Inventions The Civil War The Triangular Trade
Benchmark	SS.5.G.1.2.	Use latitude and longitude to locate places. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 1. Mapping the Missouri Compromise <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Longitude and Latitude
Benchmark	SS.5.G.1.3.	Identify major United States physical features on a map of North America. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation Grade 5 Teacher's Guide: Chapter 6: Introduction Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 2. The Slavery Balancing Act Grade 5 Teacher's Guide: Chapter 6: Lesson 4: 2. The Realities of War <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Atlas Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies

		<u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Ancestral Pueblo People <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Longitude and Latitude
Benchmark	SS.5.G.1.4.	Construct maps, charts, and graphs to display geographic information. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation <u>NYSTROM YOUNG CITIZENS Student Activities</u> Grade 5 Chapter 1: Lesson 1: 1a Living with the Land Grade 5 Chapter 1: Lesson 2: 1b Summarizing Great Civilizations Grade 5 Chapter 1: Test Grade 5 Chapter 2: Lesson 1: 2a The Age of Exploration Grade 5 Chapter 2: Lesson 4: 2f Three Facts and Three Questions Grade 5 Chapter 2: Lesson 4: 2g Drawing Conclusions Grade 5 Chapter 2: Review Grade 5 Chapter 2: Test Grade 5 Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Grade 5 Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide Grade 5 Chapter 3: Review Grade 5 Chapter 3: Test <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Longitude and Latitude
Benchmark	SS.5.G.1.5.	Identify and locate the original thirteen colonies on a map of North America. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 2. A Colonial Education Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses

		Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Eleanor White Dare and Virginia Dare John White Sir Walter Raleigh Thomas Hariot <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Pilgrims and the Wampanoag
Benchmark	SS.5.G.1.6.	Locate and identify states, capitals, and United States Territories on a map. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1 A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1 Transportation and Inventions That Changed the Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1 Opportunities and Conflict in the West Grade 5 Teacher's Guide: Chapter 6: Introduction <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Atlas
Strand	FL.SS.5.G.	Geography
Standard	SS.5.G.2.	Places and Regions
Benchmark	SS.5.G.2.1.	Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 5 Review Grade 5 Teacher's Guide: Chapter 5: Introduction Grade 5 Teacher's Guide: Chapter 5: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 1. A New Nation Grows Grade 5 Teacher's Guide: Chapter 5: Lesson 2: 2. Settling the American West Grade 5 Teacher's Guide: Chapter 5: Lesson 3 Closure

		Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 2. Troubles for a Growing Nation Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 1. Opportunities and Conflict in the West Grade 5 Teacher's Guide: Chapter 5: Lesson 4: 2. Interview with History Grade 5 Teacher's Guide: Chapter 6: Lesson 2: 2. The Slavery Balancing Act <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 5: Lesson 2: How Did the United States Expand to the West? Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? Grade 5 Student Book: Chapter 6: Lesson 2: What Happened When Slavery Expanded into New Areas? Grade 5 Student Book: Chapter 6: Lesson 3: Why Did the North and South Grow Apart? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4: Lesson 5: 4f Moving into the Northwest Territory Chapter 5 Review: Chapter 5 Review Chapter 5 Test: Chapter 5 Test Chapter 5: Custom Components and Activities: 5a People on the Frontier Chapter 5: Lesson 2: 5c Settling the American West Chapter 5: Lesson 3: 5d Troubles for a Growing Nation Chapter 5: Lesson 4: 5e Opportunities and Conflict in the West Chapter 6 Test: Chapter 6 Test <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Jessie Benton Fremont John C. Fremont Jose Castro Kit Carson The Klamath Lake Massacre The Klamath The Delaware <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Inventors and Their Inventions
Strand	FL.SS.5.G.	Geography
Standard	SS.5.G.3.	Environment and Society
Benchmark	SS.5.G.3.1.	Describe the impact that past natural events have had on human and physical environments in the United States through 1850. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2: Lesson 4:1 Three Facts and Three Questions <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 4: Why did the Pilgrims Found Their Own Colony? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2: Lesson 4: 2f Three Facts and Three Questions

Strand	FL.SS.5.G.	Geography
Standard	SS.5.G.4.	Uses of Geography
Benchmark	SS.5.G.4.1.	Use geographic knowledge and skills when discussing current events. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Introduction: Geography: “Can you think of a map that is useful to you today?” <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 5 Teacher’s Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher’s Guide: Chapter 5: Lesson 6: 2 Explaining History through Graphs and Maps
Benchmark	SS.5.G.4.2.	Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems. <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 5 Teacher’s Guide: Chapter 1: Lesson 1: 1. Living with the Land Grade 5 Teacher’s Guide: Chapter 5: Lesson 5: 1 Moving into the Northwest Territory Grade 5 Teacher’s Guide: Chapter 5: Lesson 6: 2 Mapping the Missouri Compromise Grade 5 Teacher’s Guide: Chapter 5: Lesson 6: 2 Explaining History through Graphs and Maps
Strand	FL.SS.5.E.	Economics
Standard	SS.5.E.1.	Market Economy
Benchmark	SS.5.E.1.1.	Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. <u>NYSTROM YOUNG CITIZENS Teacher’s Guide</u> Grade 5 Teacher’s Guide: Chapter 2 Review Grade 5 Teacher’s Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher’s Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher’s Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher’s Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher’s Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher’s Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher’s Guide: Chapter 2: Lesson 4 Closure Grade 5 Teacher’s Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions Grade 5 Teacher’s Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher’s Guide: Chapter 3 Project Grade 5 Teacher’s Guide: Chapter 3 Review Grade 5 Teacher’s Guide: Chapter 3: Introduction Grade 5 Teacher’s Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher’s Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher’s Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide Grade 5 Teacher’s Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher’s Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher’s Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher’s Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher’s Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher’s Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses Grade 5 Teacher’s Guide: Chapter 3: Lesson 4: 2. Using Primary Sources Grade 5 Teacher’s Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest <u>NYSTROM YOUNG CITIZENS Student Book</u>

		Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 1: 2a The Age of Exploration Chapter 2: Lesson 4: 2g Drawing Conclusions Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Pilgrims and the Wampanoag The Triangular Trade
Benchmark	SS.5.E.1.2.	Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like?

		Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2: Lesson 4: 2g Drawing Conclusions Chapter 3 Review: Chapter 3 Review Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Pilgrims and the Wampanoag The Triangular Trade
Benchmark	SS.5.E.1.3.	Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 2. Using Primary Sources Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 5: Lesson 3: 1. Transportation and Inventions That Changed the Nation Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? Grade 5 Student Book: Chapter 5: Lesson 3: What Was Life like during Westward Expansion? Grade 5 Student Book: Chapter 6: Lesson 3: Why Did the North and South Grow Apart?

		<u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Inventors and Their Inventions The Pilgrims and the Wampanoag The Triangular Trade <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2: Lesson 4: 2g Drawing Conclusions Chapter 3 Review: Chapter 3 Review Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Chapter 3: Lesson 1: 3b Cause and Effect: Cultures Collide Chapter 5 Review: Chapter 5 Review Chapter 6 Test: Chapter 6 Test
Strand	FL.SS.5.E.	Economics
Standard	SS.5.E.2.	The International Economy
Benchmark	SS.5.E.2.1.	Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 1. The Age of Exploration Grade 5 Teacher's Guide: Chapter 2: Lesson 1: 2. Exploring the Globe Grade 5 Teacher's Guide: Chapter 2: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 1. Spanish Colonies in the Americas Grade 5 Teacher's Guide: Chapter 2: Lesson 2: 2. Comparing Perspectives Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 2. Cause and Effect: Cultures Collide <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 1: Why Did Europeans Try to Cross the Atlantic Ocean? Grade 5 Student Book: Chapter 2: Lesson 2: How Did the Spanish Conquer and Colonize the Americas? Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2 Review: Chapter 2 Review Chapter 2 Test: Chapter 2 Test Chapter 2: Lesson 1: 2a The Age of Exploration Chapter 2: Lesson 2: 2c Comparing Perspectives Chapter 2: Lesson 3: 2d The Origins of Jamestown Colony Chapter 2: Lesson 3: 2e The Virginia Company Pamphlet Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade

Strand		Civics and Government
Standard	SS.5.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.5.CG.1.1.	Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.
Sub-Benchmark		Students will identify the grievances detailed in the Declaration of Independence. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> The American Revolution
Sub-Benchmark		Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin?

		Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Sub-Benchmark		Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence
Strand		Civics and Government
Standard	SS.5.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.5.CG.1.2.	Explain how and why the U.S. government was created by the U.S. Constitution.
Sub-Benchmark		Students will identify the strengths and weaknesses of the Articles of Confederation. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 5 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers

Sub-Benchmark		Students will explain the goals of the 1787 Constitutional Convention. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 5 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 1. Moving into the Northwest Territory Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Sub-Benchmark		Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test

		<u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Strand		Civics and Government
Standard	SS.5.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.5.CG.1.3.	Discuss arguments for adopting a representative form of government.
Sub-Benchmark		Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 2. The Birth of American Political Parties <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt
Sub-Benchmark		Students will explain what is meant by a representative government. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation?
Strand		Civics and Government
Standard	SS.5.CG.1.	Foundations of Government, Law and the American Political System
Benchmark	SS.5.CG.1.4.	Describe the history, meaning and significance of the Bill of Rights.
Sub-Benchmark		Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

		<u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4: Lesson 8: 4h The Bill of Rights Today <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: The Bill of Rights
Sub-Benchmark		Students will explain the concerns that led to the addition of the Bill of Rights. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4: Lesson 8: 4h The Bill of Rights Today
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.1.	Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.
Sub-Benchmark		Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 2. History Witnesses Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists

		Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 1. Rephrasing the Declaration of Independence Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? Grade 5 Student Book: Chapter 5: Lesson 4: How Did the United States Reach the Pacific Ocean? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 2: 4c Choose Your Own Ending Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers The Triangular Trade <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Agrippa Hull Colonel Tye Deborah Sampson
Sub-Benchmark		Students will explain why colonists would choose to side with the British during the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review

		Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 2: 4c Choose Your Own Ending <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Lorenda Holmes Colonel Tye
Sub-Benchmark		Students will examine motivations for the decision to not take a side during the American Revolution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest Grade 5 Teacher's Guide: Chapter 4: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 1. Patriots vs. Loyalists Grade 5 Teacher's Guide: Chapter 4: Lesson 2: 2. Choose Your Own Ending Grade 5 Teacher's Guide: Chapter 4: Lesson 3: 2. Historical Roundtable Grade 5 Teacher's Guide: Chapter 4: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 1. Visual Analysis Grade 5 Teacher's Guide: Chapter 4: Lesson 4: 2. Mapping the Foundations of the United States <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 1: How did Britain and Its Colonies Come into Conflict? Grade 5 Student Book: Chapter 4: Lesson 2: How did the Revolutionary War Begin? Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 4: What Happened during the Revolutionary War? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 2: 4b Patriots vs. Loyalists Chapter 4: Lesson 2: 4c Choose Your Own Ending Chapter 4: Lesson 4: 4e Visual Analysis Chapter 6: Lesson 5: 6e Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Daniel and Dinah Byrnes White Eyes
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.2.	Compare forms of political participation in the colonial period to today.
Sub-Benchmark		Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 2 Review Grade 5 Teacher's Guide: Chapter 2: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 1. The Origins of Jamestown Colony

		Grade 5 Teacher's Guide: Chapter 2: Lesson 3: 2. The Virginia Company Pamphlet Grade 5 Teacher's Guide: Chapter 2: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 1. Three Facts and Three Questions Grade 5 Teacher's Guide: Chapter 2: Lesson 4: 2. Drawing Conclusions Grade 5 Teacher's Guide: Chapter 3 Project Grade 5 Teacher's Guide: Chapter 3 Review Grade 5 Teacher's Guide: Chapter 3: Introduction Grade 5 Teacher's Guide: Chapter 3: Lesson 1 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 1: 1. Attracting Settlers to the Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 2 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 3: Lesson 3 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 1. Diversity and Tolerance in the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 3: 2. Mapping the Middle Colonies Grade 5 Teacher's Guide: Chapter 3: Lesson 4 Closure Grade 5 Teacher's Guide: Chapter 3: Lesson 4: 1. A Session of the House of Burgesses Grade 5 Teacher's Guide: Chapter 4: Lesson 1: 1. British Control and Colonial Protest <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 2: Lesson 3: How Did the English Create a Colony in Virginia? Grade 5 Student Book: Chapter 2: Lesson 4: Why Did the Pilgrims Found Their Own Colony? Grade 5 Student Book: Chapter 3: Lesson 1: What New Colonies Were Created by England? Grade 5 Student Book: Chapter 3: Lesson 2: What Were the New England Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 3: What Were the Middle Colonies Like? Grade 5 Student Book: Chapter 3: Lesson 4: What Were the Southern Colonies Like? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 2: Lesson 4: 2g Drawing Conclusions Chapter 3 Review: Chapter 3 Review Chapter 3 Test: Chapter 3 Test Chapter 3: Lesson 1: 3a Attracting Settlers to the Colonies Chapter 3: Lesson 2: 3c Town Meeting Simulation <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Bridget Bishop Dorothy Good Elizabeth Parris and Abigail Williams Governor William Phips Samuel Sewall Tituba <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Pilgrims and the Wampanoag
Sub-Benchmark		Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism

		Grade 5 Teacher's Guide: Chapter 6: Lesson 1 Closure <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 7: Perspective on Civics: What Does the constitution Say about Individual Responsibility?
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.3.	Analyze how the U.S. Constitution expanded civic participation over time.
Sub-Benchmark		Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 6: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments Grade 5 Teacher's Guide: Chapter 6: Lesson 7: 1. The Freedmen's Bureau <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 6: Lesson 5: What Led to the Union's Victory? Grade 5 Student Book: Chapter 6: Lesson 6: How Did the Southern States Rejoin the Union? Grade 5 Student Book: Founding Documents <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 6 Review: Chapter 6 Review Chapter 6 Test: Chapter 6 Test
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.4.	Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.
Sub-Benchmark		Students will explain what it means for the United States to be a constitutional republic. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: American Democratic Ideals

Sub-Benchmark		Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 3: Lesson 2: 1. Town Meeting Simulation Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 6: Lesson 1 Closure <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 7: Perspective on Civics: What Does the constitution Say about Individual Responsibility? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: Citizenship in Action
Sub-Benchmark		Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities. <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the Constitution Say About Individual Responsibility? <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 7: Facts, Inferences, and Opinions About Federalism Grade 5 Teacher's Guide: Project: Creating A Government <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4: The Bill of Rights Today <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: Citizenship in Action
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.5.	Identify individuals who represent the citizens of Florida at the national level.
Sub-Benchmark		Students will identify Florida's U.S. senators and the U.S. representative for their district. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Representatives in Government

Sub-Benchmark		Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Representatives in Government
Strand		Civics and Government
Standard	SS.5.CG.2.	Civic and Political Participation
Benchmark	SS.5.CG.2.6.	Explain symbols and documents that represent the United States.
Sub-Benchmark		Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States. <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Our State
Sub-Benchmark		Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today Grade 5 Teacher's Guide: Chapter 6 Review Grade 5 Teacher's Guide: Chapter 6: Lesson 5: 1. Civil War Skits Grade 5 Teacher's Guide: Chapter 6: Lesson 5: 2. Reading and Making Graphs <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? Grade 5 Student Book: Chapter 6: Lesson 5: What Led to the Union's Victory? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt Chapter 4: Lesson 8: 4h The Bill of Rights Today

		Chapter 6 Review: Chapter 6 Review <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers <u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> African Americans
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government
Benchmark	SS.5.CG.3.1.	Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.
Sub-Benchmark		Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers Digital Platform Student View: Atlases: More Maps: Government Charts: Branches of Our Government
Sub-Benchmark		Students will explain why the Constitution divides the national government into three branches. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction

		Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 1. The Branches of Government Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government
Benchmark	SS.5.CG.3.2.	Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.
Sub-Benchmark		Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Project Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today Grade 5 Teacher's Guide: Chapter 5 Project Grade 5 Teacher's Guide: Chapter 6: Lesson 3: 1. The Growing Divide Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 3: What Is the Declaration of Independence? Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say?

		Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 3: 4d Rephrasing the Declaration of Independence Chapter 4: Lesson 8: 4h The Bill of Rights Today <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: American Democratic Ideals
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government
Benchmark	SS.5.CG.3.3.	Explain the role of the court system in interpreting law and settling conflicts.
Sub-Benchmark		Students will explain why the U.S. Supreme Court is the highest court in the system. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say?
Sub-Benchmark		Students will explain why both the United States and Florida have a Supreme Court. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say?
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government
Benchmark	SS.5.CG.3.4.	Describe the process for amending the U.S. Constitution.
Sub-Benchmark		Students will explain why the U.S. Constitution includes the amendment process. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign

		Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers <u>Digital Platform</u> Student View: Atlases: More Maps: Government Charts: Amending the Constitution
Sub-Benchmark		Students will identify amendments to the U.S. Constitution. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 8 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 2. The Bill of Rights Today Grade 5 Teacher's Guide: Chapter 6: Lesson 6 Closure Grade 5 Teacher's Guide: Chapter 6: Lesson 6: 2. Understanding Amendments Grade 5 Teacher's Guide: Chapter 6: Lesson 7: 1. The Freedmen's Bureau <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? Grade 5 Student Book: Chapter 6: Lesson 5: What Led to the Union's Victory? Grade 5 Student Book: Chapter 6: Lesson 6: How Did the Southern States Rejoin the Union? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test Chapter 4: Lesson 8: 4h The Bill of Rights Today Chapter 6 Review: Chapter 6 Review Chapter 6 Test: Chapter 6 Test <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> The Triangular Trade
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government

Benchmark	SS.5.CG.3.5.	Explain how the U.S. Constitution influenced the Florida Constitution.
Sub-Benchmark		Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers
Sub-Benchmark		Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles). <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Introduction Grade 5 Teacher's Guide: Chapter 4: Lesson 6: 2. Explaining History Through Graphs and Maps Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 1. Constitution Scavenger Hunt Grade 5 Teacher's Guide: Chapter 4: Lesson 8: 1. Political Persuasion Campaign <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Founding Documents Grade 5 Student Book: Chapter 4: Lesson 6: What Happened during the Constitutional Convention? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 4: Lesson 8: How Was the Constitution Ratified? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4: Lesson 7: 4g Constitution Scavenger Hunt <u>NYSTROM YOUNG CITIZENS Leveled Student Readers</u> Constitution Writers

		<u>NYSTROM YOUNG CITIZENS Group Activity Cards</u> Our State
Strand		Civics and Government
Standard	SS.5.CG.3.	Structure and Functions of Government
Benchmark	SS.5.CG.3.6.	Explain the relationship between the state and national governments.
Sub-Benchmark		Students will define federalism as it applies to the United States. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 5: 2. The Benefits of a Strong Federal Government Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 5: What Was the United States like under the Articles of Confederation? Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test
Sub-Benchmark		Students will provide examples of powers granted to the national government and those reserved to the states. <u>NYSTROM YOUNG CITIZENS Teacher's Guide</u> Grade 5 Teacher's Guide: Chapter 4 Review Grade 5 Teacher's Guide: Chapter 4: Lesson 7 Closure Grade 5 Teacher's Guide: Chapter 4: Lesson 7: 2. Facts, Inferences, and Opinions about Federalism Grade 5 Teacher's Guide: Chapter 5: Lesson 1: 1. George Washington's Quarreling Cabinet <u>NYSTROM YOUNG CITIZENS Student Book</u> Grade 5 Student Book: Chapter 4: Lesson 7: What Does the United States Constitution Say? Grade 5 Student Book: Chapter 5: Lesson 1: What Challenges Did the United States Face? <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4 Review: Chapter 4 Review Chapter 4 Test: Chapter 4 Test
Sub-Benchmark		Students will provide examples of cooperation between the U.S. and Florida government <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 4: The United States and Florida 4j
Strand		Holocaust Education

Standard	SS.5.HE.1.	Foundations of Holocaust Education
Benchmark	SS.5.HE.1.1.	Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
Sub-Benchmark		Students will define antisemitism as prejudice against or hatred of the Jewish people. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 6: 6G Antisemitism and The Holocaust
Sub-Benchmark		Students will recognize the Holocaust as history's most extreme example of antisemitism. <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 6: 6G Antisemitism and The Holocaust
Sub-Benchmark		Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews). <u>NYSTROM YOUNG CITIZENS Activity Sheets</u> Chapter 6: 6G Antisemitism and The Holocaust

Number	Benchmark	Correlated to:
MA.K12.MTR.1.1	Actively participate in effortful learning both individually and collectively. Mathematicians who participate in effortful learning both individually and with others: - Analyze the problem in a way that makes sense given the task. - Ask questions that will help with solving the task. - Build perseverance by modifying methods as needed while solving a challenging task. - Stay engaged and maintain a positive mindset when working to solve tasks. - Help and support each other when attempting a new method or approach. Clarifications Teachers who encourage students to participate actively in effortful learning both individually and with others: - Cultivate a community of growth mindset learners. - Foster perseverance in students by choosing tasks that are challenging. - Develop students' ability to analyze and problem solve. - Recognize students' effort when solving challenging problems. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Actively participate in effortful learning both individually and collectively.	Student Book: Chapter 2; Lesson 1; (reading a map) p. 47 Student Book: Chapter 2; Lesson 4; (pie charts) p. 69 Student Book: Chapter 4; Lesson 4; (how did geography affect the war) p. 147 Student Book: Chapter 4; Lesson 6; (making a graph) p. 161 Student Book: Chapter 4; Lesson 7; (fact, opinion, inference) p. 167 Student Book: Chapter 6, Reading a Graph, p. 267 Students Handouts: Chapter 2, Race-to-21, Activity Sheet 2h

	Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways. Mathematicians who demonstrate understanding by representing problems in multiple ways: • Build understanding through modeling and using manipulatives. • Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations. • Progress from modeling problems with objects and drawings to using algorithms and equations. • Express connections between concepts and representations. • Choose a representation based on the given context or purpose. Clarifications Teachers who encourage students to demonstrate understanding by representing problems in multiple ways: • Help students make connections between concepts and representations. • Provide opportunities for students to use manipulatives when investigating concepts. • Guide students from concrete to pictorial to abstract representations as understanding progresses. • Show students that various representations can have different purposes and can be useful in different situations. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023)	Student Book: Chapter 2; Lesson 1; (reading a map) p. 47 Student Book: Chapter 2; Lesson 4; (pie charts) p. 69 Student Book: Chapter 4; Lesson 6; (making a graph) p. 161 Teacher’s Guide: Chapter 2; Lesson 2; Extending – Math, p. 41 Students Handouts: Chapter 3, Measuring Money, Activity Sheet 3f

	Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Demonstrate understanding by representing problems in multiple ways. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.3.1	Complete tasks with mathematical fluency. Mathematicians who complete tasks with mathematical fluency: • Select efficient and appropriate methods for solving problems within the given context. • Maintain flexibility and accuracy while performing procedures and mental calculations. • Complete tasks accurately and with confidence. • Adapt procedures to apply them to a new context. • Use feedback to improve efficiency when performing calculations. Clarifications Teachers who encourage students to complete tasks with mathematical fluency: • Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately. • Offer multiple opportunities for students to practice efficient and generalizable methods. • Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12	Student Book: Chapter 4; Lesson 6; (making a graph) p. 161 Student Book: Chapter 5; Lesson 3; (building railroads) p. 199 Student Book: Chapter 5; Lesson 3; (sequencing) p. 205 Leveled Student Readers: Inventors and Their Inventions Students Handouts: Chapter 3, Measuring Money, Activity Sheet 3f

	Strand: Mathematical Thinking and Reasoning Standard: Complete tasks with mathematical fluency. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others. Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others: - Communicate mathematical ideas, vocabulary and methods effectively. - Analyze the mathematical thinking of others. - Compare the efficiency of a method to those expressed by others. - Recognize errors and suggest how to correctly solve the task. - Justify results by explaining methods and processes. - Construct possible arguments based on evidence. Clarifications Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others: - Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning. - Create opportunities for students to discuss their thinking with peers. - Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods. - Develop students' ability to justify methods and compare their responses to the responses of their peers. General Information	Student Book: Chapter 2; Lesson 1; (reading a map) p. 47 Student Book: Chapter 2; Lesson 4; (pie charts) p. 69 Student Book: Chapter 4; Lesson 4; (how did geography affect the war) p. 147 Student Book: Chapter 5; Lesson 3; (sequencing) p. 205 Group Activity Cards; Chapter 5: What happened at Upper Klamath Lake? Students Handouts: Chapter 2, Race-to-21, Activity Sheet 2h

	Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Engage in discussions that reflect on the mathematical thinking of self and others. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts. Mathematicians who use patterns and structure to help understand and connect mathematical concepts: • Focus on relevant details within a problem. • Create plans and procedures to logically order events, steps or ideas to solve problems. • Decompose a complex problem into manageable parts. • Relate previously learned concepts to new concepts. • Look for similarities among problems. • Connect solutions of problems to more complicated large-scale situations. Clarifications Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts: • Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts. • Support students to develop generalizations based on the similarities found among problems. • Provide opportunities for students to create plans and procedures to solve problems. • Develop students' ability to construct relationships between their current	Student Book; Chapter 4: The Declaration of Independence Inspires Others, p. 214 Student Book: Chapter 5; Lesson 3; (building railroads) p. 199 Student Book: Chapter 5; Lesson 3; (sequencing) p. 205 Teacher's Guide; Chapter 4: Project, pps. 179-181 Students Handouts: Chapter 3, Measuring Money, Activity Sheet 3f

	understanding and more sophisticated ways of thinking. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Use patterns and structure to help understand and connect mathematical concepts. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.6.1	Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions: • Estimate to discover possible solutions. • Use benchmark quantities to determine if a solution makes sense. • Check calculations when solving problems. • Verify possible solutions by explaining the methods used. • Evaluate results based on the given context. Clarifications Teachers who encourage students to assess the reasonableness of solutions: • Have students estimate or predict solutions prior to solving. • Prompt students to continually ask, “Does this solution make sense? How do you know?” • Reinforce that students check their work as they progress within and after a task. • Strengthen students’ ability to verify solutions through justifications. General Information	Student Book: Chapter 2; Lesson 1; (reading a map) p. 47 Student Book: Chapter 2; Lesson 3; (using primary sources) p. 67 Student Book: Chapter 4; Lesson 4; (how did geography affect the war) p. 147 Student Book: Chapter 4; Lesson 6; (making a graph) p. 161 Student Book: Chapter 4; Lesson 7; (fact, opinion, inference) p. 167 Teacher’s Guide: Chapter 1; Introduction, p. 11 Teacher’s Guide; Chapter 2; Lesson 1 Extending -- Math, p. 41

	Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Assess the reasonableness of solutions. Date Adopted or Revised: 08/20 Status: State Board Approved	
MA.K12.MTR.7.1	Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts: • Connect mathematical concepts to everyday experiences. • Use models and methods to understand, represent and solve problems. • Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency. Clarifications Teachers who encourage students to apply mathematics to real-world contexts: • Provide opportunities for students to create models, both concrete and abstract, and perform investigations. • Challenge students to question the accuracy of their models and methods. • Support students as they validate conclusions by comparing them to the given situation. • Indicate how various concepts can be applied to other disciplines. General Information Subject Area: Mathematics (B.E.S.T. - Effective starting 2022-2023) Grade: K12 Strand: Mathematical Thinking and Reasoning Standard: Apply mathematics to real-world contexts.	Student Book: Chapter 2; Lesson 1; (reading a map) p. 47 Student Book: Chapter 2; Lesson 3; (population of Jamestown) p. 63 Student Book: Chapter 3; Lesson 2; (religion in the colonies) p. 89 Student Book: Chapter 4; Lesson 4; (how did geography affect the war) p. 147 Student Book: Chapter 4; Lesson 6; (making a graph) p. 161 Student Book: Chapter 5; Lesson 3; (building railroads) p. 199 Teacher's Guide: Chapter 1: Lesson; Introduction, Extending -- Math, p. 12 Teacher's Guide: Chapter 6; Lesson 4, Activity 1, Extending -- Math, p. 254

	Date Adopted or Revised: 08/20	
ELA.K12.EE.5.1	Use the accepted rules governing a specific format to create quality work. Clarifications Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work. General Information Subject Area: English Language Arts (B.E.S.T. - Effective starting 2021-2022) Grade: K12 Strand: Expectations Expectation: Use the accepted rules governing a specific format to create quality work. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book: Chapter 4; Lesson 5; (writing an informational piece) p. 155 Student Book: Chapter 4; Lesson 7; (fact, opinion, inference) p. 167 Student Book: Chapter 5; Lesson 3; (sequencing) p. 205 Teacher’s Guide; Chapter 3; Project, Movie Posters, pps. 106-108 Teacher’s Guide: Chapter 6: Project, Newspapers Through Time, pps. 281-284
ELA.K12.EE.6.1	Use appropriate voice and tone when speaking or writing. Clarifications In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts. General Information Subject Area: English Language Arts (B.E.S.T. - Effective starting 2021-2022) Grade: K12 Strand: Expectations Expectation: Use appropriate voice and tone when speaking or writing. Date Adopted or Revised: 08/20 Status: State Board Approved	Student Book: Chapter 4; Lesson 5; (writing an informational piece) p. 155 Teacher’s Guide: Introduction; Speaking and Listening, p. xxxviii Teacher’s Guide: Chapter 1; Lesson 2; Activity 2, p. 22 Teacher’s Guide: Chapter 2, Lesson 2, Activity 1, p. 44

ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social and Instructional Purposes Date Adopted or Revised: 06/14 Status: State Board Approved	Student Book: Chapter 2; Lesson 3; (using primary sources) p. 67 Student Book: Chapter 2; Lesson 4; (pie charts) p. 69 Student Book: Chapter 3; Lesson 2; (define vocabulary from context) p. 95 Teacher’s Guide; Chapter 1, Lesson 1, Modification for Differentiation: ELL p. 15 Teacher’s Guide; Chapter 2, Review, Modification for Differentiation: ELL p. 62
ELD.K12.ELL.SS.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. General Information Subject Area: English Language Development Grade: K12 Body Of Knowledge: English Language Development for English Language Learners Cluster: Language of Social Studies Date Adopted or Revised: 06/14 Status: State Board Approved	Student Book: Chapter 2; Lesson 3; (using primary sources) p. 67 Student Book: Chapter 3; Lesson 2; (define vocabulary from context) p. 95 Student Book: Chapter 4; Lesson 3; (declaration of independence) p. 47 Student Book: Chapter 4; Lesson 5; (writing an informational piece) p. 155 Student Book: Chapter 4; Lesson 7; (fact, opinion, inference) p. 167 Student Book: Chapter 5; Lesson 3; (sequencing) p. 205 Student Book; Founding Documents, pps. 298-323 Teacher’s Guide; Chapter 2, Lesson 3, Modification for Differentiation: ELL p. 55 Teacher’s Guide; Chapter 4, Lesson 2, Modification for Differentiation: ELL p. 126
HE.5.C.2.4	Give examples of school and public health policies that influence health promotion and disease prevention. Clarifications Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements. General Information Subject Area: Health Education Grade: 5 Strand: Health Literacy Concepts Standard: Internal and External Influence- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Date Adopted or Revised: 02/14 Status: State Board Approved	Student Book; Chapter 2; Disease and Death, p. 43