

By the end of the year students in 5th grade will be able to...

Engage in the study of events, documents, movements, and people emphasizing the time period between 1861-2000 in America with a focus on inquiry into the continuing development of the United States as a nation. This survey of U.S. History between 1861-2000 requires that students generate and research compelling questions throughout the course of their studies.

Please find the Multi-Tiered Systems of Support resources in the link below.

[SLPS Curriculum Resource Tiered Academic Supports.docx](#)

Standards Pacing By Quarter			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
The United States 1861-1900	Reform, Good Times and Hardships	World War II and The Cold War	The Change in Economic, Political and Social Rights
*** 5.TS.7.A.a – Identify, select, analyze, and evaluate resources to create a product of social science inquiry.	*** 5.TS.7.A.a – Identify, select, analyze, and evaluate resources to create a product of social science inquiry.	*** 5.TS.7.A.a – Identify, select, analyze, and evaluate resources to create a product of social science inquiry.	*** 5.TS.7.A.a – Identify, select, analyze, and evaluate resources to create a product of social science inquiry.
*** 5.TS.7.A.b – Evaluate and use artifacts to share information on social studies topics.	*** 5.TS.7.A.b – Evaluate and use artifacts to share information on social studies topics.	*** 5.TS.7.A.b – Evaluate and use artifacts to share information on social studies topics.	*** 5.TS.7.A.b – Evaluate and use artifacts to share information on social studies topics.
*** 5.TS.7.B.a – Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.	*** 5.TS.7.B.a – Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.	*** 5.TS.7.B.a – Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.	*** 5.TS.7.B.a – Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
*** 5.TS.7.B.b – Create and present products such as maps, graphs, timelines, charts and models,	*** 5.TS.7.B.b – Create and present products such as maps, graphs, timelines, charts and models, diagrams	*** 5.TS.7.B.b – Create and present products such as maps, graphs, timelines, charts and	*** 5.TS.7.B.b – Create and present products such as maps, graphs, timelines,

St. Louis Public Schools Curriculum 2023-2024

diagrams etc. to communicate information and understanding on social studies topics.	etc. to communicate information and understanding on social studies topics.	models, diagrams etc. to communicate information and understanding on social studies topics.	charts and models, diagrams etc. to communicate information and understanding on social studies topics.
*** 5.TS.7.C.a – Explain how facts and opinions affect point of view and/or bias in social studies topics.	*** 5.TS.7.C.a – Explain how facts and opinions affect point of view and/or bias in social studies topics.	*** 5.TS.7.C.a – Explain how facts and opinions affect point of view and/or bias in social studies topics.	*** 5.TS.7.C.a – Explain how facts and opinions affect point of view and/or bias in social studies topics.
*** 5.TS.7.C.b – Identify, research, and defend a point of view/position on a social studies topic.	*** 5.TS.7.C.b – Identify, research, and defend a point of view/position on a social studies topic.	*** 5.TS.7.C.b – Identify, research, and defend a point of view/position on a social studies topic.	*** 5.TS.7.C.b – Identify, research, and defend a point of view/position on a social studies topic.
*** 5.TS.7.D – Conduct and present social studies research to an audience using appropriate sources.	*** 5.TS.7.D – Conduct and present social studies research to an audience using appropriate sources.	*** 5.TS.7.D – Conduct and present social studies research to an audience using appropriate sources.	*** 5.TS.7.D – Conduct and present social studies research to an audience using appropriate sources.
*** 5.TS.7.E.a – Generate compelling research questions about a social studies topic.	*** 5.TS.7.E.a – Generate compelling research questions about a social studies topic.	*** 5.TS.7.E.a – Generate compelling research questions about a social studies topic.	*** 5.TS.7.E.a – Generate compelling research questions about a social studies topic.
*** 5.TS.7.E.b – Create and apply a research process to investigate a compelling social studies question.	*** 5.TS.7.E.b – Create and apply a research process to investigate a compelling social studies question.	*** 5.TS.7.E.b – Create and apply a research process to investigate a compelling social studies question.	*** 5.TS.7.E.b – Create and apply a research process to investigate a compelling social studies question.
*** 5.TS.7.E.c – Evaluate and use appropriate resources for investigating a compelling social studies question.	*** 5.TS.7.E.c – Evaluate and use appropriate resources for investigating a compelling social studies question.	*** 5.TS.7.E.c – Evaluate and use appropriate resources for investigating a compelling social studies question.	*** 5.TS.7.E.c – Evaluate and use appropriate resources for investigating a compelling social studies question.
*** 5.TS.7.F – Conduct and present research on a social studies question to an audience, using appropriate sources.	*** 5.TS.7.F – Conduct and present research on a social studies question to an audience, using appropriate sources.	*** 5.TS.7.F – Conduct and present research on a social studies question to an audience, using appropriate sources.	*** 5.TS.7.F – Conduct and present research on a social studies question to an audience, using appropriate sources.
*** 5.TS.7.G – Research and defend a point of view/position on a social studies question.	*** 5.TS.7.G – Research and defend a point of view/position on a social studies question.	*** 5.TS.7.G – Research and defend a point of view/position on a social studies question.	*** 5.TS.7.G – Research and defend a point of view/position on a social studies question.
** 5.PC.1.A.a Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	** 5.PC.1.A.a Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	** 5.PC.1.A.a Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.	** 5.PC.1.A.a Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events.
** 5.PC.1.B.a Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	** 5.PC.1.B.a Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	** 5.PC.1.B.a Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.	** 5.PC.1.B.a Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events.
** 5.PC.1.C.a Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	** 5.PC.1.C.a Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	** 5.PC.1.C.a Apply the principles of the Bill of Rights to historical time periods being studied and to current events.	** 5.PC.1.C.a Apply the principles of the Bill of Rights to historical time periods being studied and to current events.

St. Louis Public Schools Curriculum 2023-2024

** 5.PC.1.D.a Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	** 5.PC.1.D.a Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	** 5.PC.1.D.a Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.	** 5.PC.1.D.a Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
** 5.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.	** 5.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.	** 5.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.	** 5.PC.1.E.a Describe the character traits and civic attitudes of historically significant individuals in the United States history from c. 1800 – 2000.
** 5.PC.1.F.a Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	** 5.PC.1.F.a Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	** 5.PC.1.F.a Recognize and explain the significance of national symbols associated with historical events and time periods being studied.	** 5.PC.1.F.a Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
** 5.EG.5.A.a – Use geographic sources to acquire information, answer questions and solve problems.	** 5.EG.5.A.a – Use geographic sources to acquire information, answer questions and solve problems.	** 5.GS.2.A.a Explain how the purpose and roles of government have been debated across historical time periods to current times.	** 5.GS.2.A.a Explain how the purpose and roles of government have been debated across historical time periods to current times.
** 5.EG.5.A.b – Construct maps for relevant social studies topics.	** 5.EG.5.A.b – Construct maps for relevant social studies topics.	** 5.GS.2.B.a Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.	** 5.GS.2.B.a Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 – 2000.
** 5.EG.5.B.a – Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	** 5.EG.5.B.a – Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.	** 5.GS.2.C.a Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	** 5.GS.2.C.a Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.
** 5.EG.5.B.b – Locate and describe real places, using absolute and relative location.	** 5.EG.5.B.b – Locate and describe real places, using absolute and relative location.	** 5.GS.2.D.a Distinguish between powers and functions of local, state and national government in the past and present.	** 5.GS.2.D.a Distinguish between powers and functions of local, state and national government in the past and present.
** 5.EG.5.C.a – Describe and analyze physical characteristics of the nation.	** 5.EG.5.C.a – Describe and analyze physical characteristics of the nation.	** 5.E.4.A – Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.	** 5.E.4.A – Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
** 5.EG.5.C.b – Describe and analyze diverse human characteristics of the nation.	** 5.EG.5.C.b – Describe and analyze diverse human characteristics of the nation.	** 5.E.4.D.a – Explain factors, past and present, that influence changes in our nation's economy.	** 5.E.4.D.a – Explain factors, past and present, that influence changes in our nation's economy.
** 5.EG.5.D – Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	** 5.EG.5.D – Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.	** 5.E.4.D.b – Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	** 5.E.4.D.b – Use an economic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
** 5.EG.5.E – Evaluate how changes in communication and transportation technologies affect people's lives.	** 5.EG.5.E – Evaluate how changes in communication and transportation technologies affect people's lives.	** 5.RI.6.A.a – Compare cultural characteristics across historical time periods in the U.S. post c.1800	** 5.EG.5.A.a – Use geographic sources to acquire information, answer questions and solve problems.

St. Louis Public Schools Curriculum 2023-2024

** 5.EG.5.F – Describe different regions in the United States and analyze how their characteristics affect people who live there.	** 5.EG.5.F – Describe different regions in the United States and analyze how their characteristics affect people who live there.	** 5.RI.6.A.b – Describe the cultural impact of migration on the immigrants and the United States c.1800-2000.	** 5.EG.5.A.b – Construct maps for relevant social studies topics.
** 5.EG.5.G.a – Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.	** 5.EG.5.G.a – Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.	** 5.RI.6.B – Evaluate constructive processes or methods for resolving conflicts.	** 5.EG.5.B.a – Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
** 5.EG.5.G.b – Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	** 5.EG.5.G.b – Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.	** 5.RI.6.C – Research stories and songs that reflect the cultural history of the United States c. 1800-2000.	** 5.EG.5.B.b – Locate and describe real places, using absolute and relative location.
** 5.GS.2.A.a Explain how the purpose and roles of government have been debated across historical time periods to current times.	** 5.GS.2.A.a Explain how the purpose and roles of government have been debated across historical time periods to current times.	** 5.RI.6.D – Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	** 5.EG.5.C.a – Describe and analyze physical characteristics of the nation.
** 5.GS.2.B.a Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.	** 5.GS.2.B.a Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from c. 1800 –2000.	** 5.RI.6.E – Examine the changing roles among Native Americans, immigrants, African Americans, women and others from 1800-2000.	** 5.EG.5.C.b – Describe and analyze diverse human characteristics of the nation.
** 5.GS.2.C.a Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	** 5.GS.2.C.a Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events.	** 5.H.3.1.b – Identify the political, economic and social consequences of the Cold War on the United States.	** 5.EG.5.D – Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
** 5.GS.2.D.a Distinguish between powers and functions of local, state and national government in the past and present.	** 5.GS.2.D.a Distinguish between powers and functions of local, state and national government in the past and present.		** 5.EG.5.E – Evaluate how changes in communication and transportation technologies affect people's lives.
** 5.H.3.A.a – Outline the territorial expansion of the United States.	** 5.H.3.A.a – Outline the territorial expansion of the United States.		** 5.EG.5.F – Describe different regions in the United States and analyze how their characteristics affect people who live there.
** 5.H.3.A.b – Describe the impact of migration on immigrants and the United States c. 1800-2000.	** 5.H.3.A.b – Describe the impact of migration on immigrants and the United States c. 1800-2000.		** 5.EG.5.G.a – Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed.
** 5.H.3.B – Examine cultural interactions and conflicts among Native Americans, European-Americans and African Americans from c. 1800 2000.	** 5.H.3.B – Examine cultural interactions and conflicts among Native Americans, European-Americans and African Americans from c. 1800 2000.		** 5.EG.5.G.b – Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.
** 5.H.3.C – Identify and describe the contributions of historically significant individuals to the United States from c. 1800 -2000.	** 5.H.3.C – Identify and describe the contributions of historically significant individuals to the United States from c. 1800 -2000.		** 5.RI.6.A.a – Compare cultural characteristics across historical time periods in the U.S. post c.1800
** 5.H.3.E – Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.	** 5.H.3.E – Explain the causes and consequences of major political developments and reform in U.S. history from c. 1800-2000.		** 5.RI.6.A.b – Describe the cultural impact of migration on the immigrants and the United States c.1800-2000.

St. Louis Public Schools Curriculum 2023-2024

** 5.H.3.F – Investigate the causes and consequences of westward expansion c. 1800-2000.	** 5.H.3.F – Investigate the causes and consequences of westward expansion c. 1800-2000.		** 5.RI.6.B – Evaluate constructive processes or methods for resolving conflicts.
** 5.RI.6.A.a – Compare cultural characteristics across historical time periods in the U.S. post c.1800	** 5.H.3.G – Identify political, economic and social causes and consequences of the Civil War and Reconstruction.		** 5.RI.6.C – Research stories and songs that reflect the cultural history of the United States c. 1800-2000.
** 5.RI.6.A.b – Describe the cultural impact of migration on the immigrants and the United States c.1800-2000.	** 5.H.3.I.a – Identify political, economic, and social causes and consequences of World War I and WWII on the United States.		** 5.RI.6.D – Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
** 5.RI.6.B – Evaluate constructive processes or methods for resolving conflicts.	** 5.RI.6.A.a – Compare cultural characteristics across historical time periods in the U.S. post c.1800		** 5.RI.6.E – Examine the changing roles among Native Americans, immigrants, African Americans, women and others from 1800-2000.
** 5.RI.6.C – Research stories and songs that reflect the cultural history of the United States c. 1800-2000.	** 5.RI.6.A.b – Describe the cultural impact of migration on the immigrants and the United States c.1800-2000.		
** 5.RI.6.D – Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.	** 5.RI.6.B – Evaluate constructive processes or methods for resolving conflicts.		
** 5.RI.6.E – Examine the changing roles among Native Americans, immigrants, African Americans, women and others from 1800-2000.	** 5.RI.6.C – Research stories and songs that reflect the cultural history of the United States c. 1800-2000.		
	** 5.RI.6.D – Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.		
	** 5.RI.6.E – Examine the changing roles among Native Americans, immigrants, African Americans, women and others from 1800-2000.		