

Grade 5 – Social Studies

Standard 1: History

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

Historical Knowledge

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

5.1.1

Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.

5.1.2

Examine accounts of early European explorations of North America, such as the Vikings' explorations and settlements in Greenland and North America, including accounts of interactions and conflicts between those early European explorers and Indians.

5.1.3

Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

5.1.4

Trace the major land and water routes of European explorers of the Caribbean region and North America and examine their individual stories and reasons for exploration.

5.1.5

Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.

Colonization and Settlements: 1607 to 1763

5.1.6

Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.

5.1.7

Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.

5.1.8

Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.

5.1.9

Evaluate the contributions of political and religious leaders in colonial America.

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5.1.10

Examine the causes and consequences of the establishment of slavery and describe how slavery became an issue that began to divide the Northern and Southern colonies.

The American Revolution: 1763 to 1783

5.1.11

Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.

5.1.12

Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of *Common Sense*, and major battles of the Revolutionary War.

5.1.13

Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.

5.1.14

Identify and evaluate contributions of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.

5.1.15

Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800s

5.1.16

Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states. Identify people who were involved in its development.

5.1.17

Describe the origins and drafting of the Bill of Rights, ratified in 1791.

5.1.18

Explain the development of the first American political parties and describe the presidential elections of 1792 (re-election of George Washington), 1796 (election of John Adams), and 1800 (election of Thomas Jefferson).

Chronological Thinking and Comprehension

5.1.19

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Develop and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.

5.1.20

Read historical fiction and nonfiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

5.1.21

Examine an historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.

Research Capabilities

5.1.22

Identify and interpret primary source and secondary source materials that pertain to a problem confronting people during the founding period of the United States.

Standard 2: Civics and Government

Students will identify main components and characteristics of the United States government. They will identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

5.2.1

Explain why people need government by considering what life would be like in the absence of government.

5.2.2

Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial-era documents.

5.2.3

Give examples of how the British colonies developed forms of representative government, self-government, and democratic practices within the British imperial political system, including town meetings, colonial legislative bodies, and charters on individual freedoms and rights.

5.2.4

Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.

5.2.5

Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.

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5.2.6

Identify and give examples of individual rights in the Bill of Rights.

Functions of Government

5.2.7

Describe various kinds of elections, such as primary elections; general elections; and local, state, and national elections, including ones to select congressional and presidential office holders.

5.2.8

Describe the three branches of the United States government, their functions, and their relationships.

Roles of Citizens

5.2.9

Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

5.2.10

Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government and the public agenda, including voting and participation in the election process.

5.2.11

Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

Standard 3: Geography

Students will describe Earth/sun relationships and the global grid system. They will identify major physical and cultural characteristics of the United States and its regions and name and locate the major physical features of each of the states and major cities of the United States. They will also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1

Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Places and Regions

5.3.2

Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.

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5.3.3

Compare the locations of cities today with American Indian and colonial settlements and suggest reasons for the locations of these places, such as near bodies of water, on a lowland, along a transportation route, and near natural resources or sources of power.

Physical Systems

5.3.4

Locate the continental divide and the major drainage basins in the United States.

5.3.5

Map and describe the characteristics of climate regions of the United States.

Human Systems

5.3.6

Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.

5.3.7

Describe the major ways that land was used by American Indians and colonists in each region and explain how land use changed in the past and continues to change.

5.3.8

Identify the major manufacturing and agricultural regions in colonial America and cite ways that agriculture and manufacturing have changed in the past and continue to change.

5.3.9

Interpret historical maps and create maps of the United States in different historical periods using map elements, such as title, legend, directional indicator, scale, and projection.

Environment and Society, Uses of Geography

5.3.10

Read fiction and nonfiction stories about how American Indians and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.

5.3.11

Give examples of how specific physical features influenced historical events and movements.

Standard 4: Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

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5.4.1

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

5.4.2

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

5.4.3

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

5.4.4

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

5.4.5

Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

5.4.6

Predict the effect of changes in supply and demand on price.

5.4.7

Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.

5.4.8

Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

Standard 5: Individuals, Society, and Culture

Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.

5.5.1

Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted to meet basic needs.

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5.5.2

Give examples of groups who made up communities in early America and compare the different ways that communities were organized.

5.5.3

Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.

5.5.4

Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.

5.5.5

Analyze traditional arts, including folk tales and narratives that depict the experiences of ethnic, racial, and religious groups in different regions of the United States.

5.5.6

Read accounts of how scientific and technological innovations have affected the way people lived in the early United States and make predictions about how future scientific and technological developments may change cultural life.