

Grade 5

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

[U.S. History 1492-1786]

Historical Knowledge

- 5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.
- 5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.
- 5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

Historical Thinking

- 5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.
- 5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

Geography

- 5.7. Identify, locate, and describe places and regions in the United States.
- 5.8. Use various types of maps to describe and explain the United States.
- 5.9. Explain migration, trade, and cultural patterns in the United States.
- 5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

Civics and Government

- 5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16. Describe how national government affects local and state government.

Economics/Financial Literacy

- 5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.
- 5.18. Explain the purpose of taxes and give examples from U.S. history of their use.

Social Science Analysis

- 5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.21. Identify and study two or more points of view of an event, issue or problem.
- 5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.