

Social Studies Curriculum

Fifth Grade

A. 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.

1. History: North America to 1610

The students will:

- Describe the early migration of people from Asia to North America.
- Identify specific Native American groups and describe their lifestyles, early cultures, and settlements in North America before the arrival of the Europeans.
- Describe the interactions, cultures, economies, and conflicts resulting from the European exploration and settlements of North America.
- Examine accounts of early European explorations of North America including major land and water routes, reasons for the exploration and the impact that exploration had on the developing colonies.
- Locate and compare the origins, physical structure and social structure of early Spanish, French, and British settlements.

2. History: Foundations of the United States to 1800.

The students will:

- Describe the historical movements which influenced the development of the United States.
- List European explorers who visited the Americas and describe their influences upon early colonization.
- Explain why different groups came to the Americas and describe the impact of key people and events on the founding of the United States through the end of the 18th century.
- Name major historical figures and describe their contributions to and involvement in the development of the United States.
- Identify and locate the 13 British colonies that became the United States and describe daily life.
- Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- Describe and identify the contributions of foreign countries, women, and minorities during the American Revolution.
- Explain consequences of the American Revolution including the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

- Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land.
- Identify people who were involved in the development of the United States Constitution and the Bill of Rights.

3. History: Chronology, Analysis, and Interpretation.

The students will:

- Examine changes in various settings over time.
- Contrast previous inhabitants with modern society.
- Identify significant historical events and be able to order and sequence them.
- Trace the events that led to the establishment of the United States.
- Give order and sequence to historical events.
- Understand the importance of specific occupations during a given period of time.
- Understand educational opportunities vary from one historical period to another.
- Examine appropriate historical documents of a given period.
- Create and interpret timelines showing significant people and events in early U.S. history.
- Read primary and secondary sources to interpret historical events.
- Use primary sources to ask questions and interpret early U.S. culture.

B. 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.

1. Foundations of U.S. Government.

The students will:

- Identify the principles and purposes of a democratic government.
- Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial-era documents.
- Give examples of how the British colonies developed forms of representative self-government and democratic practices within the British imperial political system including town meetings, colonial legislative bodies, and centers on individual freedoms and rights.
- Identify and explain key ideas about government as noted in founding documents of the United Ordinance, United States Constitution, and the Bill of Rights.
- Demonstrate civic responsibility in group and individual actions, including civic dispositions, such as civility, cooperation, respect, and responsible participation.

- Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
- Describe and give examples of individual rights guaranteed by the Bill of Rights.

2. Civics and Government: Structure and Function

The students will:

- Describe the structures of government and how it functions.
- Explain the role that citizens have in government.
- Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.
- Identify and give examples of individual rights in the Bill of Rights.
- Describe various kinds of elections, such as primary and general elections; local, state, and national elections.
- Describe the three branches of the United States government; their functions and relationships.
- 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.
- Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

C. 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 the regions of the United States and show how the United States is related geographically to the rest of the world.

1. Geography: Maps and Globes

The students will:

- Demonstrate the use of latitude and longitude.
- 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.
- Identify regions, states, cities, and natural features on maps and describe climate regions.
- Name and locate states, major cities, capital cities, major regions, major rivers and mountain ranges in the United States.
- Locate the continental divide and the major drainage basins in the United States.

- 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.

2. Geography: Human and Physical Systems

The students will:

- Explain how land features, climate, and the location of resources affected the settlement patterns of the United States.
- Describe how early settlers and Native American Indians adapted to and altered the physical environment.
- 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 lowland, along a transportation route, near natural resources or sources of power.
- Map and describe the characteristics of climate regions of the United States.
- Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.
- 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.
- 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.
- Give examples of how specific physical features influenced historical events and movements.
- Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

D. 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.

1. Economics: Elements of a Market Economy

The students will:

- Explain basic characteristics of a market economy including the effects of changes in supply and demand on prices.
- Examine the economic factors that helped motivate European exploration and colonization.
- Summarize a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- Explain how education and training, specialization, and investment in capital resources increase productivity.
- Predict the effect of changes in supply and demand on price.

- Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.
- Identify the elements of a personal budget and explain why personal spending and saving decisions are important.
- Describe the economic activities within and among Native American cultures prior to contact with Europeans.
- Define types of trade barriers as they relate to the early American economy.
- Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

2. Economics: Economic History of Early United States Economy

The students will:

- Describe economic activities in early America.
- Describe the economic activities within and among Native Americans cultures prior to contact with Europeans.
- Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.