

American Colonies

5th Grade Social Studies

Standard 1



1. I can describe and explain the growth and development of the early American Colonies.

- 1.a I can use maps—including pre 1492 maps—and other geographic tools to locate and analyze the routes used by the explorers.
- 1.b I can explain how advances in technology lead to an increase in exploration (e.g. ship technology).
- 1.c I can identify explorers who came to the Americas and the nations they represented.
- 1.d I can determine reasons for the exploration of North America (e.g. religious, economic, political).
- 1.e I can compare the geographic and cultural differences between the New England, middle, and Southern colonies.
- 1.f I can analyze contributions of American Indian people to the colonial settlements.

2. I can assess the global impact of cultural and economic diffusion as a result of colonization.

- 2.a I can describe the cultural and economic impacts that occurred as a result of trade between North America and other markets.
- 2.b I can analyze and explain the population decline in American Indian populations (e.g. disease, warfare, displacement).

3. I can distinguish between the rights and responsibilities held by different groups of people during the colonial period

- 3.a I can compare the varying degrees of freedom held by different groups (e.g. American Indians, landowners, women).
- 3.b I can explain how early leaders established the first colonial governments (e.g. Mayflower compact, charters).
- 3.c I can research describe the basic principles and purposes of Iroquois Confederacy.

American Revolution

5th Grade Social Studies Standard 2

1. I can describe how the movement toward revolution culminated in a Declaration of Independence.

- 1.a I can explain the role of events that led to declaring independence (e.g. stamp Act, Boston Tea Party, French and Indian War).
- 1.b I can analyze arguments both for and against declaring independence using primary sources from Loyalist and patriotic perspectives.
- 1.c I can explain the content and purpose for the Declaration of Independence.

2. I can evaluate the Revolutionary war's impact on self-rule.

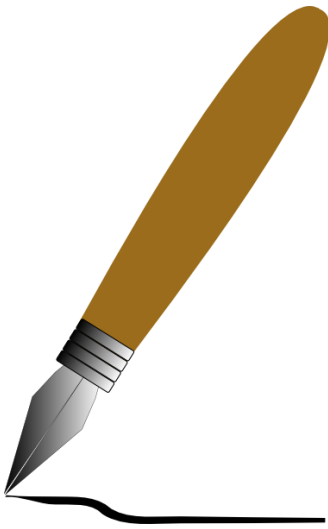
- 2.a I can plot a time line of the key events of the Revolutionary war.
- 2.b I can profile citizens who rose to greatness as leaders.
- 2.c I can assess how the Revolutionary War changed the way people thought about their own rights.
- 2.d I can explain how the winning of the war set in motion a need for a new government that would serve the needs of the new states.



U.S. Constitution &

Bill of Rights

5th Grade Social Studies
Standard 3



1. I can assess the underlying principles of the US Constitution as the framework for the United States form of government, a compound constitutional republic.

- 1.a I can recognize ideas from documents used to develop the Constitution (e.g. Magna Carta, Articles of Confederation).
- 1.b I can analyze goals outlined in the Preamble.
- 1.c I can distinguish between the role of the Legislative, Executive, and Judicial branches of the government.
- 1.d I can explain the process of passing a law.
- 1.e I can describe the concept of checks and balances.
- 1.f I can discover the basis for the patriotic and citizenship traditions we have today (e.g. Pledge of Allegiance, voting).

2. I can assess how the US Constitution has been amended and interpreted over time and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

- 2.a I can explain the significance of the Bill of Rights.
- 2.b I can identify how the rights of selected groups have changed and how the Constitution reflects those changes (e.g. women, enslaved people).
- 2.c I can analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press).

19th Century U.S.

5th Grade Social Studies

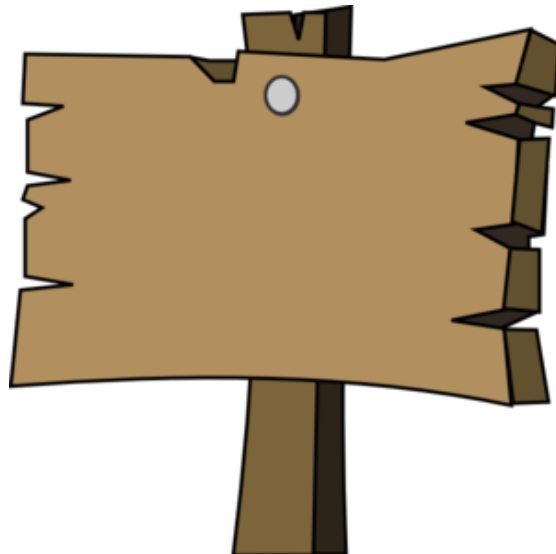
Standard 4

1. I can investigate the significant events during America's expansion and the roles people played.

- 1.a □ I can identify key reasons why people move and the traits necessary for survival.
- 1.b □ I can examine causes and consequences of important events in the United States expansion (e.g. Homestead Act, Trail of Tears, Louisiana Purchase).
- 1.c □ I can compare the trails that were important during westward expansion (e.g. Oregon, Mormon, Spanish).
- 1.d □ I can assess the impact of expansion on native inhabitants of the west.

2. I can assess the geographic, cultural, political, and economic divisions between regions that contributed to the Civil War.

- 2.a □ I can describe the impact of physical geography on the cultures of the northern and southern regions.
- 2.b □ I can compare how cultural and economic differences of the North and South led to tensions.
- 2.c □ I can identify the range of individual responses to the growing political conflicts between the North and South (e.g. states rights, abolitionists, slaveholders).



19th Century U.S.

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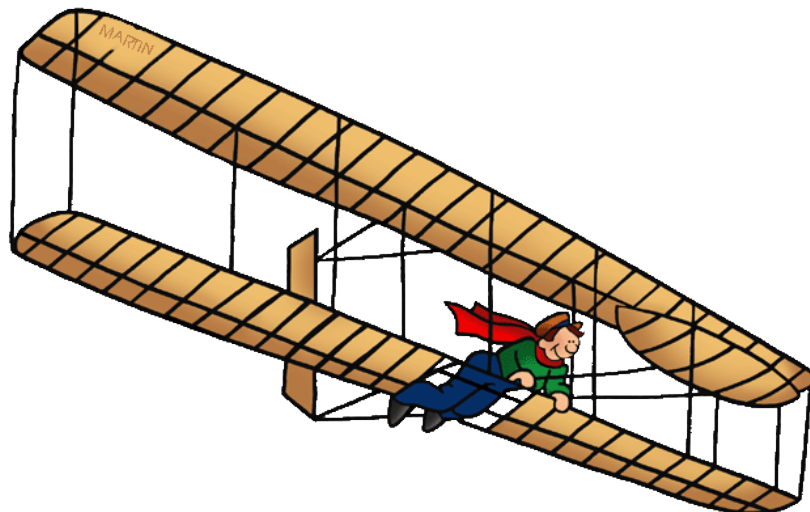
Standard 4

3. I can evaluate the course of events of the Civil War and its impact both immediate and long term.

- 3.a □ I can identify the key ideas, events, and leaders of the Civil war using primary sources.
- 3.b □ I can contrast the impact of the war on individuals in various regions (e.g. North, South, West).
- 3.c □ I can explain how the Civil way helped forge ideas of national identity.
- 3.d □ I can examine the difficulties of reconciliation within the nation.

4. I can understand the impact of major economic forces at work in the post-Civil War.

- 4.a □ I can assess how the free-market system in the United States serves as an engine of change and innovation.
- 4.b □ I can describe the wide-ranging impact of the industrial Revolution (e.g. inventions, industries, innovations).
- 4.c □ I can evaluate the roles new immigrants played in the economy of this time.



U.S. as a World Power



5th Grade Social Studies Standard 5

1. I can describe the role of the United States during World War I, The Great Depression, and World War II.

- 1.a □ I can review the impact of World War I on the United States.
- 1.b □ I can summarize the consequences of the Great Depression on the United States (e.g. mass migration, the New Deal).
- 1.c □ I can analyze how the United States' involvement in World War II led to its emergence as a superpower.

2. I can assess the impact of social and political movements in recent United States history.

- 2.a □ I can identify major social movements of the 20th century (e.g. the women's movement, the civil rights movement, child labor reforms).
- 2.b □ I can identify leaders of social and political movements.

3. I can evaluate the role of the United States as a world power.

- 3.a □ I can assess differing points of view on the role of the US as a world power (e.g. influencing the spread of democracy, supporting the rule of law, advocating human rights).
- 3.b □ I can identify a current issue facing the world and propose a role the United States could play in being part of a solution (e.g. genocide, child labor, civil rights, public health, suffrage).