

## 5<sup>th</sup> Grade Social Studies Content Expectations and I Can Statements

Processes, Content Statements & Expectations (Disciplinary Knowledge)	I Can Statement
<b>U1.1 American Indian Life in the Americas</b>	
<i>Describe the life of peoples living in North America before European exploration.</i>	
5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).	I can identify the major Native American Cultural Regions on a map (Desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodland)
5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.	I can compare and contrast the different ways Native Americans have adapted to their cultural regions (Desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodland)
5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.	I can describe Native American life with respect to governmental and family structures, trade, and views on property ownership and land use.
<b>U1.2 European Exploration</b>	
<i>Identify the causes and consequences of European exploration and colonization</i>	
5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.	I can explain or demonstrate how improvements in navigational technologies (invention of the astrolabe and improved maps), along with changing economic needs launched the Age of Exploration.
5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).	I can use primary and secondary sources to show why individual explorers went to extremes to discover and colonize the Americas. (obstacles, motivations, and consequences for European exploration and colonization)
<b>U1.3 African Life Before the 16th Century</b>	
<i>Describe the lives of peoples living in western Africa prior to the 16th century.</i>	
5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa).	I can use maps to locate the major regions of Africa and describe the life and cultural development of people living in western Africa before the 16 <sup>th</sup> century (economic, family structures, and the growth of states, towns, and trade.)

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<p>5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16<sup>th</sup> century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.</p>	<p>I can use maps to locate the major regions of Africa and describe the life and cultural development of people living in western Africa before the 16<sup>th</sup> century (economic, family structures, and the growth of states, towns, and trade.)</p>
<p><b>U1.4 Three World Interactions</b></p>	
<p><i>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</i></p>	
<p>5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups</p>	<p>I can use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare and contrast the meeting of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</p>
<p>5 – U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.</p>	<p>I can use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare and contrast the meeting of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.</p>
<p>5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.</p>	<p>I can elucidate the cultural impact of combining European, Native American, and African cultures in the New World and how they adapted to these changes.</p>
<p>5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</p>	<p>I can elucidate the cultural impact of combining European, Native American, and African cultures in the New World and how they adapted to these changes.</p>
<p><b>U2.1 European Struggle for Control of North America</b></p>	
<p><i>Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</i></p>	

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<p>5 – U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>)</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>)</li> <li>• relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>)</li> <li>• development of slavery</li> </ul>	<p>I can describe developments in the Southern colonies that lead their success; (including impact of geography, establishment of colonial towns, development of cash-crop economies, relationships with Native Americans, development of colonial representative assemblies, and the development of slavery).</p>
<p>5 – U2.1.2 Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>)</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul>	<p>I can describe developments in the New England colonies that lead their success; (including impact of geography, relations with American Indians, growth of small farms, shipping, and manufacturing economies, the development of colonial government, and religious tensions that led to the establishment of other colonies in New England).</p>
<p>5 – U2.1.3 Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>)</li> <li>• The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>• immigration patterns leading to ethnic diversity in the Middle Colonies</li> </ul>	<p>I can describe developments in the Middle colonies that lead their success; (including impact of geography, the growth of Middle Colonies economies and farm, diverse religious settlements, and immigration patterns leading to ethnic diversity).</p>
<p>5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies</p>	<p>I can compare and contrast regional settlement patterns of the Southern, New England, and the Middle Colonies.</p>

**U2.2 European Slave Trade and Slavery in Colonial America**

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<i>Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</i>	
5 – U2.2.1 Describe Triangular Trade including <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa</li> </ul>	I can explain the Triangular Trade including: cultures involved, trade routes, trade goods, the Middle Passage, and its impact on life in Africa.
5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies.	I can describe the life of enslaved Africans and free Africans in the American colonies and how they drew upon their African past and adapted to create a new African American culture
5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.	I can describe the life of enslaved Africans and free Africans in the American colonies and how they drew upon their African past and adapted to create a new African American culture
<b>U2.3 Life in Colonial America</b>	
<i>Distinguish among and explain the reasons for regional differences in colonial America.</i>	
5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.	I can describe colonial life in America from the perspectives of at least three different groups of people from the New England, Middle, and Southern, and describe their daily life.
5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies.	I can describe colonial life in America from the perspectives of at least three different groups of people from the New England, Middle, and Southern, and describe their daily life.
5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).	I can describe colonial life in America from the perspectives of at least three different groups of people from the New England, Middle, and Southern, and describe their daily life.
5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants).	I can make generalizations about the reasons for regional differences in colonial America including geography, labor force, and religion.
5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.	I can make generalizations about the reasons for regional differences in colonial America including geography, labor force, and religion.
<b>U3.1 Causes of the American Revolution</b>	
<i>Identify the major political, economic, and ideological reasons for the American Revolution.</i>	

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<p>5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy.</p>	<p>I can describe the cause and effects of the French and Indian War, and how the relationship changed between the Britain and the American Colonies through historical events; (such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre).</p>
<p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p>	<p>I can describe the cause and effects of the French and Indian War, and how the relationship changed between the Britain and the American Colonies through historical events; (such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre).</p>
<p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p>	<p>I and use an event from the American Revolution to explain how British and colonial views on political authority differed. (Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures).</p>
<p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p>	<p>I can identify the role of the First and Second Continental Congress in unifying the colonies. (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p>
<p>5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so.</p>	<p>I can identify some of the key colonial leaders and how their political views contributed to the separation of the colonies from Britain and the development and signing of the Declaration of Independence. (George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine).</p>
<p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p>	<p>I can identify some of the key colonial leaders and how their political views contributed to the separation of the colonies from Britain and the development and signing of the Declaration of Independence. (George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine).</p>
<p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence</p>	<p>I can identify some of the key colonial leaders and how their political views contributed to the separation of the colonies from Britain and the development and signing of the Declaration of Independence. (George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine).</p>
<p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	<p>I can identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>

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## U3.2 The American Revolution and Its Consequences

*Explain the multi-faceted nature of the American Revolution and its consequences.*

5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.	I can describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives.
5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	I can describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.
5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	I can compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.
5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).	I can describe the importance of the Treaty of Paris.

## U3.3 Creating New Government(s) and a New Constitution

*Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.*

5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.	I can describe the powers of government under the Articles of Confederation and give examples of problems faced by the country based on the first form of government.
5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money).	I can describe the powers of government under the Articles of Confederation and give examples of problems faced by the country based on the first form of government.
5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.	I can explain why the Constitutional Convention was convened and why the Constitution was written
5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).	I can describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise).
5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights).	I can give reasons why the Framers wanted to limit the power of government (fear of a strong executive, representative government, importance of individual rights).

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5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution	I can describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (enumerated and reserved powers)
5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.	I can describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.
5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	I can describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.
<b>P3.1 Identifying and Analyzing Public Issues</b>	
<i>Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions</i>	
5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	I can identify public issues related to the United States Constitution and how they relate to me.
5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	I can use graphic data and other sources to analyze information about a public issue related to the United States Constitution.
5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.	I can give examples of how conflicts over core democratic values lead people to differ on constitutional issues in the United States.
<b>P3.3 Persuasive Communication About a Public Issue</b>	
<i>Communicate a reasoned position on a public issue</i>	
5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	I can write a short essay expressing a position on a public policy issue related to the Constitution and justify the position with a reasoned argument.
<b>P4.2 Citizen Involvement</b>	
<i>Act constructively to further the public good</i>	
5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	I can develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
5 – P4.2.1 Participate in projects to help or inform others.	I can participate in projects to help or inform others.

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