

Social Studies – Grade 5

(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:

(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and

(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.

(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;

(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.

(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:

(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and

(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.

(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:

(A) describe the causes and effects of the War of 1812;

(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;

(C) identify reasons people moved west;

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(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;

(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;

(F) explain how industry and the mechanization of agriculture changed the American way of life; and

(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.

(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:

(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;

(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and

(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and

(B) translate geographic data into a variety of formats such as raw data to graphs and maps.

(7) Geography. The student understands the concept of regions in the United States. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;

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(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and

(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(A) identify and describe the types of settlement and patterns of land use in the United States;

(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and

(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and

(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.

(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:

(A) explain the economic patterns of early European colonists; and

(B) identify major industries of colonial America.

(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:

(A) describe the development of the free enterprise system in colonial America and the United States;

(B) describe how the free enterprise system works in the United States; and

(C) give examples of the benefits of the free enterprise system in the United States.

(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

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- (A) explain how supply and demand affects consumers in the United States; and
- (B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.

(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:

- (A) compare how people in different parts of the United States earn a living, past and present;
- (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;
- (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;
- (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and
- (E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.

(14) Government. The student understands the organization of governments in colonial America. The student is expected to:

- (A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and
- (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:

- (A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;
- (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and
- (C) explain the reasons for the creation of the Bill of Rights and its importance.

(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:

- (A) identify and explain the basic functions of the three branches of government;
- (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and

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(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.

(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;

(B) sing or recite "The Star-Spangled Banner" and explain its history;

(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag;

(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and

(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.

(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:

(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and

(B) explain how to contact elected and appointed leaders in local, state, and national governments.

(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:

(A) explain the contributions of the Founding Fathers to the development of the national government;

(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and

(C) identify and compare leadership qualities of national leaders, past and present.

(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:

(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and

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petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and

(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.

(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting *American Progress*, "Yankee Doodle," and "Paul Revere's Ride"; and

(B) explain how examples of art, music, and literature reflect the times during which they were created.

(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:

(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;

(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.

(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:

(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;

(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program;

(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and

(D) predict how future scientific discoveries and technological innovations could affect society in the United States.

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(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (D) identify different points of view about an issue, topic, or current event; and
- (E) identify the historical context of an event.

(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) use standard grammar, spelling, sentence structure, and punctuation.

(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.