



# Archdiocese of Washington Catholic Schools

## Academic Standards

### Social Studies

## 5<sup>th</sup> GRADE

### ***The United States — The Founding of the Republic***

*Students in Grade 5 study the United States focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis should be placed upon study of American Indian cultures, European exploration, colonization, settlement, revolution against British rule, the founding of the Republic, and the beginnings of the United States.*

The Archdiocese of Washington's Academic Standards for social studies are organized around five content areas. The content area Standards and the types of learning experiences they provide to students in Grade 5 are described below. On the pages that follow, age-appropriate concepts are listed underneath each Standard. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout. Specific terms are defined and examples are provided when necessary.

#### **Standard 1 — 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.

#### **Standard 2 — 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.

#### **Standard 3 — 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 regions of the United States and show how the United States is related geographically to the rest of the world.

#### **Standard 4 — 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.

#### **Standard 5 — Individuals, Society, and Culture**

Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.



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### **Standard 1 – 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.*

#### **Historical Knowledge**

*Ways of Life Before and After the Arrival of Europeans to 1610*

- SS.5.1.1 Give examples of early cultures and settlements that existed in North America prior to contact with Europeans.  
Example: Mississippian culture at Cahokia (600 — 1400 CE.).
- SS.5.1.2 Examine accounts of early European explorations of North America, such as the Vikings' explorations and settlements in Greenland and North America, including accounts of interactions and conflicts between those early European explorers and Indians.
- SS.5.1.3 Identify and compare historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.  
Example: Compare their styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.
- SS.5.1.4 Trace the major land and water routes of European explorers of the Caribbean region and North America and examine their individual stories and reasons for exploration.  
Example: Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto, and Francisco Vázquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson, and John White.
- SS.5.1.5 Locate and compare early Spanish, French, and British settlements, such as St. Augustine, Roanoke Island, Quebec, Santa Fe, and Jamestown.

*Colonization and Settlements: 1607 to 1763*

- SS.5.1.6 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe the impact of exploration and settlement by Europeans on American Indians.
- SS.5.1.7 Identify and discuss instances of both cooperation and conflict between Indians and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land.  
Example: King Philip's War (1675 to 1676) in New England was extremely costly to both sides; the French and Indian War was a conflict between the British and French/American Indians to control territory in Northern America.



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- SS.5.1.8 Locate the 13 British colonies that became the United States and describe their political, social, and economic organization and structure.
- SS.5.1.9 Evaluate the contributions of political and religious leaders in colonial America.  
Example: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn.
- SS.5.1.10 Examine the causes and consequences of the establishment of slavery and describe how slavery became an issue that began to divide the Northern and Southern colonies.

#### *The American Revolution: 1763 to 1783*

- SS.5.1.11 Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation.  
Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.
- SS.5.1.12 Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of Common Sense, and major battles of the Revolutionary War.  
Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.
- SS.5.1.13 Assess the influence of other countries, such as France, Spain, Russia, Germany, Poland, and the Netherlands, in the American Revolution; identify individuals from other countries who assisted the American cause.  
Example: The Marquis de Lafayette, Bernardo de Galvez, Thaddeus Kosciusko, and Friedrich Wilhelm Von Steuben.
- SS.5.1.14 Identify and evaluate contribution of women during the American Revolution, including Abigail Adams, Martha Washington, Mercy Otis Warren, and Molly Pitcher.  
Example: Research on the Internet using women's history Web sites.
- SS.5.1.15 Explain consequences of the Revolution, including the drafting of state constitutions and the achievement of independence by the United States.

#### *Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800s*

- SS.5.1.16 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states. Identify people who were involved in its development.  
Example: George Washington, James Madison, George Mason, Alexander Hamilton.
- SS.5.1.17 Describe the origins and drafting of the Bill of Rights, ratified in 1791.



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- SS.5.1.18 Explain the development of the first American political parties and describe the presidential elections of 1792 (re-election of George Washington), 1796 (election of John Adams), and 1800 (election of Thomas Jefferson).

#### **Chronological Thinking and Comprehension**

- SS.5.1.19 Develop and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.
- SS.5.1.20 Read historical fiction and nonfiction about an event of the American Revolution and reconstruct the literal meaning of passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- Example: The Boston Massacre, the Battle of Lexington Green.
- SS.5.1.21 Examine an historical narrative about an issue of the time and distinguish between statements of opinion and those that are factually grounded.
- Example: Concerns about slavery, the controversy over the presidential election of 1800.

#### **Research Capabilities**

- SS.5.1.22 Identify and interpret primary source\* and secondary source\* materials that pertain to a problem confronting people during the founding period of the United States.
- Example: Controversy and debate about the ratification of the United States Constitution.
- \* primary source: developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters, government documents)
- \* secondary source: developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources, nonfiction books)



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#### **Standard 2 – 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.*

#### **Foundations of Government**

- SS.5.2.1 Explain why people need government by considering what life would be like in the absence of government.  
Example: The purposes of government include the protection of individual rights and the attainment of the common good.
- SS.5.2.2 Identify and explain ideas about limited government\*, the rule of law, and individual rights in key colonial-era documents.  
Example: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639), Massachusetts Body of Liberties (1641), and Pennsylvania Charter of Privileges (1701).
- SS.5.2.3 Give examples of how the British colonies developed forms of representative government, self-government, and democratic practices within the British imperial political system, including town meetings, colonial legislative bodies, and charters on individual freedoms and rights.
- SS.5.2.4 Identify and explain key ideas about government as noted in founding documents of the United States, such as the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights.  
Example: Key ideas — union\*, popular sovereignty\*, republican government\* (republicanism), constitutional government\* (constitutionalism), federal government\* (federalism) , and individual rights\*.
- SS.5.2.5 Summarize the principles and purposes of government in the Preamble to the Constitution of the United States.  
Example: The purposes of government include the protection of individual rights to liberty and attainment of the common good or general welfare of society.
- SS.5.2.6 Identify and give examples of individual rights in the Bill of Rights.  
Example: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely, and criticize the government; the right to own property.

\* limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights

\* union: an alliance of citizens, colonies, states, or other entities for mutual interest or benefit

\* popular sovereignty: government by consent of the governed who are the source of all authority in their government

\* republican government: type of government in which power is exercised by representatives chosen by the people

\* constitutional government: powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power



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\* federal government: type of government in which power is divided between a central (general or national) government and its states, such as the states of the United States

\* individual rights: personal, political, and economic rights possessed equally by each person

#### Functions of Government

SS.5.2.7 Describe various kinds of elections, such as primary elections; general elections; and local, state, and national elections, including those used to select congressional and presidential office holders.

SS.5.2.8 Describe the three branches of the United States government, their functions, and their relationships.

Example: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing), and judicial (law interpreting) branches of government.

#### Roles of Citizens

SS.5.2.9 Demonstrate civic responsibility in group and individual actions, including civic dispositions — such as civility, cooperation, respect, and responsible participation.

SS.5.2.10 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.

SS.5.2.11 Use a variety of information resources\* to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.

\* public agenda: what the public needs and wants with respect to government action

\* information resources: print media, such as books, magazines, and newspapers; electronic media, such as radio, television, Web sites, and databases; and community resources, such as individuals and organizations



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## Standard 3 – 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 regions of the United States and show how the United States is related geographically to the rest of the world.*

### The World in Spatial Terms

SS.5.3.1 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.

### Places and Regions

SS.5.3.2 Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.

SS.5.3.3 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 a lowland, along a transportation route, and near natural resources or sources of power.

Example: Use geography software to show bodies of water and roads. Use Internet and other reference materials to locate early and modern cities.

### Physical Systems

SS.5.3.4 Locate the continental divide and the major drainage basins in the United States.

SS.5.3.5 Map and describe the characteristics of climate regions of the United States.

Example: Distinguish between the moist eastern part of the United States and the drier western part. Explain how mountain ranges cut off moisture from specific regions.

### Human Systems

SS.5.3.6 Analyze how the location and natural environment of Spanish, French, and British colonies influenced their development.

SS.5.3.7 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.

SS.5.3.8 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.

SS.5.3.9 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.

Example: Use electronic sources, such as Geographic Information Systems (GIS)\*, to find, interpret, and create maps.



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\* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information

#### **Environment and Society, Uses of Geography**

- SS.5.3.10 Read fiction and nonfiction stories about how American Indians and European settlers lived in early America and find examples of the various ways people adapted to and changed the environment.
- SS.5.3.11 Give examples of how specific physical features influenced historical events and movements.



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#### **Standard 4 – 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.*

- SS.5.4.1 Describe the economic activities within and among American Indian cultures prior to contact with Europeans. Examine the economic factors that helped motivate European exploration and colonization.
- SS.5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.  
Example: Private ownership, markets, competition, rule of law, consumer sovereignty.
- SS.5.4.3 Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.4.4 Explain how education and training, specialization, and investment in capital resources\* increase productivity.
- SS.5.4.5 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.
- SS.5.4.6 Predict the effect of changes in supply\* and demand\* on price.
- SS.5.4.7 Analyze how the causes and effects of changes in price of certain goods\* and services\* had significant influence on events in United States history.  
Example: The price of cotton, the price of beaver pelts, and the price of gold all are related to specific events and movements in the development of the United States.
- SS.5.4.8 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

\* capital resources: goods, such as tools, buildings, and equipment, used in production

\* productivity: the amount of goods and services produced in a period of time divided by the productive resources used

\* supply: what producers are willing and able to sell at various prices

\* demand: what consumers are willing and able to buy at various prices

\* goods: tangible objects, such as food or toys, that can satisfy people's wants

\* services: actions that someone does for someone else, such as dental care or trash removal



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#### **Standard 5 – Individuals, Society, and Culture**

*Students will identify individuals and groups that have contributed to the development of the United States, investigate the way that individuals and groups cooperate to adapt to the environment and resolve conflicts, and examine the challenges faced and the contributions made by various cultural groups to American society.*

- SS.5.5.1 Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety — and give examples of how people in early America adapted\* to meet basic needs.
- Example: American Indian groups and early European settlers developed housing, clothing styles, and materials depending upon what was available in the local environment. Living and working in groups made it easier to build houses, hunt, and grow food for crops. People also live in groups today to meet basic and other needs.
- SS.5.5.2 Give examples of groups who made up communities\* in early America and compare the different ways that communities were organized.
- Example: Communities in English colonies usually were made up of families as well as religious, military, business, school, and governmental groups. As the colonies grew, colleges and universities were established to provide higher education; militias were formed to provide for local defense; business groups were formed to carry out trade, and colonial assemblies were brought together to make laws. Less formal groups were formed to help meet social, civic, and recreational needs.
- SS.5.5.3 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.
- Example: Different religious views within communities sometimes led to founding of new communities, such as Providence, Rhode Island, in 1644. During the revolutionary period, different political ideas led to conflicts between loyalists and patriots. During the development of the Constitution, the federalists and anti-federalists had differences of opinion about the role of government.
- SS.5.5.4 Compare significant examples of visual arts, crafts, music, architecture, and literature from early United States history and illustrate how each reflects the times and cultural background of the historical period.
- Example: The silver work and furniture of Paul Revere indicated an appreciation of both simplicity and elegance. The poetry of Phyllis Wheatley and popular songs, such as “Yankee Doodle,” reflected the patriotic spirit of the time.
- SS.5.5.5 Analyze traditional arts, including folk tales and narratives that depict the experiences of ethnic, racial, and religious groups in different regions of the United States.
- SS.5.5.6 Read accounts of how scientific and technological innovations have affected the way people lived in the early United States and make predictions about how future scientific and technological developments may change cultural life.

\* adaptation: the way people change behavior to meet their needs in a changing environment

\* community: a group of people (or groups of people) who often live close together and have similar interests or goals