

### Fifth Grade U.S. History

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
Comprehension	<b>5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes.</b>	Northwest, Southwest, Plains, Eastern Woodlands, Middle America  Jobs, dwellings, religious beliefs, clothing, tools, food, government		
(Knowledge)	<b>5.US.1.2. Students are able to identify key early American explorers and their accomplishments.</b>	Columbus, Cortez, Pizarro, deSota, LaSalle, Vespucci, Drake, Balboa, Marco Polo, Dias, daGama, Magellan, Cabot, Coronado, Eric the Red, Lief Erickson, Henry Hudson, Poncedeleon, Champlain, Cartier  Astecs  Incas  <ul style="list-style-type: none"> <li>• Locate the routes, explain reasons, and identify obstacles and accomplishments of key expeditions from Spain, Portugal, France, and England.</li> <li>• Evaluate the impact on the first Americans</li> </ul>		
(Knowledge)	<b>5.US.1.3. Students are able to identify influential people and key events during the American Revolution.</b>	<ul style="list-style-type: none"> <li>• Identify the role of key individuals King George, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry</li> <li>• Recall the key events and battles of the American Revolution.</li> </ul>		

		Boston Tea Party, Stamp Act, Sugar Act, Battle of Lexington and Concord, Battle of Saratoga, Surrender at Yorktown		
(Knowledge)	<b>5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.</b>	<ul style="list-style-type: none"> <li>Identify the areas of growth and territorial exploration</li> </ul> <p>The Louisiana Purchase and the acquisitions of Florida, Texas, Oregon and California</p> <ul style="list-style-type: none"> <li>Recognize the impact of inventions on life in the United States.</li> </ul> <p>The steamboat, cotton gin, locomotives</p> <p>✓ Identify important leaders of the Civil War.</p> <p>Abraham Lincoln, Stephen Douglas, Jefferson Davis, Robert E. Lee, Ulysses Grant</p>		

**Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	<b>5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</b>	Escape religions persecution, release from prisons, economic opportunity, adventure, John Smith, John Rolfe, Wm Bradford, Pucahontas, Massasoit, Styvesant, Anne Hutchinson, Wm Penn, Thomas Hooker, James Oglethorpe		
(Knowledge)	<b>5.US.2.2. Students are able to describe the political relationship between the colonies and England.</b>	Representative/monarchy/democracy		

(Comprehension)	<b>5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.</b>	Slavery, states rights		
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**Fifth Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• compare and contrast various Native American tribes;</li> <li>• describe the cause/effect relationship leading to the American Revolution;</li> <li>• describe key inventions and how they impacted the United States.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• differentiate the lifestyles of various Native Americans tribes;</li> <li>• identify key early American explorers and their accomplishments;</li> <li>• identify influential people and key events during the American Revolution;</li> <li>• identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865;</li> <li>• identify the reasons that lead to the development of colonial America and the relationship that followed between the British and the colonies;</li> <li>• compare and contrast social, economic, and philosophical differences between the North and the South.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify an accomplishment of an explorer;</li> <li>• identify one characteristic of a Native American tribe;</li> <li>• name one invention that influenced the history of the United States;</li> <li>• identify a key event of the American Revolution.</li> </ul>

### Fifth Grade World History

**Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	<b>5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.</b>	Native Americans, colonists		
(Comprehension)	<b>5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.</b>	Triangle Trade Fur Trade Colonists vs. Native American Revolutionary War (Colonists vs. England)		

**Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	<b>5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.</b>	French and Indian War, Revolutionary War, War of 1812, Louisiana Purchase, Native American cultures.		

### Fifth Grade World History Performance Descriptors

<b>Advanced</b>	<p><b>Fifth grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>describe the causes and effects of European exploration and their impacts;</li> <li>describe key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Proficient</b>	<p><b>Fifth grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>identify the causes and effects of European exploration and their impacts;</li> <li>describe the impact other countries had on the United States through exploration, trade, and conflict;</li> <li>identify key conflicts with other cultures of the world and the effects they had on the United States physically, economically, and socially.</li> </ul>
<b>Basic</b>	<p><b>Fifth grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>identify an effect of European exploration.</li> </ul>

## Fifth Grade Geography

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Application)	<b>5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</b>	<ul style="list-style-type: none"> <li>Compare absolute (exact) location to relative location (NW region).</li> </ul>		
(Application)	<b>5.G.1.2. Students are able to compare maps of different types and scales.</b>	<ul style="list-style-type: none"> <li>Interpret information using appropriate maps.</li> </ul> <p>Relief, product, road maps and mileage tables, time zones, population, historical, Westward Expansion.</p>		

**Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	<b>5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</b>	<ul style="list-style-type: none"> <li>Describe ways humans impacted the natural environment</li> </ul> <p>Building dams, roads, railroads, cities and towns, farming</p> <ul style="list-style-type: none"> <li>Explain the influence of geographic and climatic factors on the movement of people, goods, and services.</li> </ul>		
(Comprehension)	<b>5.G.2.2. Students are able to explain explorers' discoveries in the New World.</b>	Riches, trade routes, mountains, rivers, woodlands, Explorer Unit		

**Fifth Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• compare and contrast maps of different scales;</li><li>• explain the relationship between the influences of geographic and climatic factors;</li><li>• compare and contrast explorers' discoveries in relation to geographic areas in the New World.</li></ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• apply longitude and latitude to find absolute locations on a map and globe;</li><li>• compare maps of different types and scales;</li><li>• describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers;</li><li>• explain explorers' discoveries in the New World.</li></ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• apply longitude and latitude to find a location on a map or globe;</li><li>• explain an explorer's discovery in the New World.</li></ul>

**Fifth Grade Civics (Government)**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	<b>5.C.1.1. Students are able to define basic differences between various forms of government.</b>	<p>Democracy is elected officials whereas a monarchy follows a family lineage having a king or queen.</p> <p>Democracy gives everyone a voice; republic has representatives.</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Republic</li> <li>• Monarchy</li> <li>• Dictatorship</li> </ul>		
(Comprehension)	<b>5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.</b>	<p>Levels of government: local, state, and national</p> <p>Branches of government: legislative, executive, and judicial</p> <ul style="list-style-type: none"> <li>• Explain the central message of patriotic slogans, notable speeches, and selected historical documents through the Civil War.</li> </ul> <p>“Give me liberty or give me death” by Patrick Henry            “No taxation without representation”            “Remember the Alamo”</p> <p>Preamble to the Constitution, Declaration of Independence</p>		

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	<b>5.C.2.1. Students are able to describe how volunteerism helped develop the United States.</b>	Revolutionary War Patriots, Minutemen ✓ Identify examples of conflicts over human rights and their resolutions. <ul style="list-style-type: none"> <li>• The important people who helped resolve them  Examples: Patrick Henry, Ben Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglas, Harriet Tubman</li> <li>• Conflicts from colonial times through the Civil War with emphasis on the Revolutionary War</li> </ul>		

**Fifth Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• explain the basic differences between forms of government;</li> <li>• compare the branches of government in the United States.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• define basic differences between various forms of government;</li> <li>• define and describe the roles of the democratic government of the United States;</li> <li>• describe how volunteerism helped develop the United States.</li> </ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify the United States as a democracy;</li> <li>• identify a slogan, a speech, and a historical document created or used through the Civil War.</li> </ul>



## Fifth Grade Economics

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.**

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	<b>5.E.1.1. Students are able to describe the role of trading in early United States history.</b>	Bartering, triangular trade		
(Knowledge)	<b>5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.</b>	Households, banks, government agencies, labor unions, corporations, sole proprietorship, partnership		
(Comprehension)	<b>5.E.1.3. Students are able to describe key economic events prior to 1865 leading to the expansion of territories in the United States.</b>	Dakota Territory, Louisiana Purchase, Indian Removal Acts, Gold Rush ✓ Explain the role of individual values and beliefs in determining society's production patterns (supply and demand).		

### Fifth Grade Economics Performance Descriptors

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• connect the role of trading to the expansion of the United States;</li> <li>• compare and contrast various institutions that make up economic systems.</li> </ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• describe the role of trading in early United States history;</li> <li>• describe examples of various institutions that make up economic systems;</li> <li>• describe economic events prior to 1865 leading to the expansion of territories in the United States.</li> </ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name an example of an institution that is part of our economic system;</li> <li>• identify an economic event that lead to the expansion of the United States.</li> </ul>