

# COLEGIO JORGE WASHINGTON

## 5<sup>th</sup> Grade Standards and Benchmarks



## English Language Arts

### Writing

#### Standard 1: Uses general skills and strategies in the writing process

- ELA 5.1.1 Prewriting: Uses the prewriting strategies to plan written work
- Uses graphic organizers, story maps, and webs to plan written work
  - Groups and organizes related ideas
  - Takes notes to plan written work
  - Brainstorms ideas
- ELA 5.1.2 Drafting and Revising: Uses strategies to draft and revise written work
- Uses paragraphs to develop separate ideas
  - Uses a variety of sentence structure
  - Writes with attention to word choice, audience, central idea
  - Produces multiple drafts
- ELA 5.1.3 Editing and Publishing: Uses strategies to edit and publish written work
- Edits for grammar, punctuation, capitalization, and spelling at developmentally appropriate level
  - Uses reference materials
  - Considers format of paragraphs, margins, indentations, and titles
  - Incorporates photos, illustrations, graphs, and charts appropriate to grade 3
  - Uses technology to compose and publish work
- ELA 5.1.4 Evaluates own and others' writing
- Determines best feature of a piece of writing
  - Determines how own writing achieves its purpose
  - Asks for feedback
  - Helps classmates apply grammatical and mechanical conventions
- ELA 5.1.5 Uses strategies to write for different audiences' purpose
- Determines interests of audience
  - Adapts focus to write for self, peers, teachers, and adults
  - Uses organization to write for self, peers, teachers, and adults
  - Uses point of view to write for self, peers, teachers, and adults
- ELA 5.1.6 Uses strategies to write for a variety of different purposes
- To inform
  - To describe
  - To entertain
  - To record ideas

- ELA 5.1.7 Writes expository compositions
- Identifies and stays on topic
  - Develops the topic using facts, details, examples, and explanations
  - Excludes extraneous and inappropriate information
  - Uses structures such as cause-and-effect, chronology, similarities and differences
  - Uses several sources of information
  - Provides a concluding statement
- ELA 5.1.8 Writes narrative account such as poems and stories
- Establishes context to enable reader to imagine event or experience
  - Develops character, setting, and plot
  - Sequences events
  - Uses concrete sensory details
  - Uses dialogue, suspense and tension
  - Uses an identifiable voice
- ELA 5.1.9 Writes autobiographical compositions
- Provides context within which the incident occurs
  - Uses simple narrative strategies
  - Provides insight into why this incident is memorable
- ELA 5.1.10 Writes expressive compositions
- Expresses ideas, reflections, and observations
  - Uses an individual, authentic voice
  - Uses narrative strategies, relevant details, and ideas that enable reader to imagine the event
- ELA 5.1.11 Writes in response to literature
- Summarizes main ideas and significant details
  - Relates own ideas to supporting details
  - Advances judgments
  - Supports judgments with references to text, personal knowledge and other sources of info.
- ELA 5.1.12 Writes personal letters
- Includes date, address, greeting, body, and closing
  - Addresses envelopes
  - Includes signature

## **Standard 2: Uses the stylistic and rhetorical aspects of writing**

- ELA 5.2.1 Uses descriptive language including figures of speech and sensory details
- ELA 5.2.2 Uses paragraph form in writing
- Indents first word of a paragraph
  - Uses topic sentences
  - Recognizes a paragraph as a group of sentences with one main idea

- Uses and introductory and concluding paragraph
  - Writes several related paragraphs
- ELA 5.2.3 Uses a variety of sentence structures in writing
- Expands basic sentence patterns
  - Understands concept of exclamatory and imperative sentences

**Standard 3: Uses grammatical and mechanical conventions in written compositions**

- ELA 5.3.1 Writes in cursive
- ELA 5.3.2 Understand concept of pronoun and uses them in written compositions
- ELA 5.3.3 Uses nouns in written compositions
- Subject nouns
  - Regular and irregular plural nouns
  - Singular nouns
  - Proper vs. common nouns
- ELA 5.3.4 Uses verbs in written compositions
- Uses a wide variety of action verbs
  - Uses verbs that agree with the subject
  - Uses past and present verb tenses
  - Uses simple tenses
- ELA 5.3.5 Uses adjectives in written compositions
- Indefinite adjectives
  - Numerical adjectives
  - Predicate adjectives
- ELA 5.3.6 Uses adverbs in written compositions to make comparisons
- ELA 5.3.7 Uses coordination conjunctions in written compositions
- ELA 5.3.8 Uses negatives in written compositions and avoids double negatives
- ELA 5.3.9 Uses conventions of spelling in written compositions
- Uses syllable constructions to spell words
  - Spells high frequency, commonly misspelled words
  - Uses a dictionary to spell words
  - Uses contractions, compounds, roots, prefixes, and suffixes to spell words
  - Uses vowel combinations for correct spelling
- ELA 5.3.10 Uses conventions of capitalization in written compositions
- Heading, salutation, and closing of a letter
  - Titles of people
  - Proper nouns
  - Towns, cities, states, and countries
  - Holidays
  - First word of direct quotations
  - Days of the week, months of the year
  - Names of streets
- ELA 5.3.11 Uses conventions of punctuation in written compositions
- Periods in initials

- Imperative sentences
- Abbreviations
- Titles
- Apostrophes
- Contractions
- Possessive nouns
- Quotation marks
- Direct quotations
- Colon between hour and minutes
- Commas in dates
- Commas in addresses
- Commas in correspondence
- Periods in abbreviations
- Periods in name titles

#### **Standard 4: Gathers information for research purposes**

- ELA 5.4.1 Uses a variety of strategies including brainstorms, list of questions, and idea webs to plan research and develop a course of action
- ELA 5.4.2 Uses encyclopedias to gather information for research topics
- ELA 5.4.3 Uses dictionaries to gather information for research topics
- ELA 5.4.4 Uses the Internet, databases, videos, and other electronic media to gather information
- ELA 5.4.5 Uses key words, guide words, alphabetical and numerical order, indexes, cross-references and letters on volumes to find information for research topics
- ELA 5.4.6 Uses maps, charts, photos, diagrams, and tables to find information
- ELA 5.4.7 Uses maps, charts, graphs, diagrams, and tables to gather and record information
- ELA 5.4.8 Uses strategies to compile information into written reports or summaries
  - Incorporates notes into finished product
  - Includes simple facts, details, explanations, and examples in research reports
  - Draws conclusions from relationships and patterns that emerge from data from different sources
  - Uses visual aids and visual media in oral presentations
- ELA 5.4.9 Cites information sources
  - Quotes or paraphrases information sources
  - Lists resources used by title

## **Reading**

### **Standard 5: Uses the general skills and strategies of the reading process**

- ELA 5.5.1 Previews text by skimming material, using pictures, textual clues, and text format
- ELA 5.5.2 Establishes purpose for reading (information, pleasure, understand a viewpoint)
- ELA 5.5.3 Makes, confirms, and revises simple predictions of text
- Foreshadowing clues
  - Key words and ideas
  - Illustration, title, and topic sentence
- ELA 5.5.4 Uses phonetic and structural analysis techniques, syntactic structures, and semantic context to decode words
- Affixes
  - Syllabication
  - Word families
  - Vowel patterns
  - Root words
- ELA 5.5.5 Uses a variety of context clues to decode unknown words
- ELA 5.5.6 Uses glossaries, dictionaries, and thesauri to determine meaning, pronunciation, and derivations of unknown words
- ELA 5.5.7 Understands synonyms, antonyms, homophones, and multi-meaning words appropriate for grade level
- ELA 5.5.8 Monitors own reading strategies and makes modifications as needed
- ELA 5.5.9 Adjusts speed of reading to suit purpose and difficulty of the material
- ELA 5.5.10 Understands author's purpose (persuade, inform, entertain) or point of view
- ELA 5.5.11 Uses personal interest, knowledge of authors and genres, text difficulty, and recommendations of other to select reading material

**Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts**

- ELA 5.6.1 Uses reading skills and strategies to understand literary passages, texts, fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, historical fiction, chapter books, and biographies, and autobiographies.
- ELA 5.6.2 Knows the defining characteristics and distinguishing features of fairy tales, folktales, fables, fiction, nonfiction, myths, poems, fantasies, historical fiction, biographies, autobiographies, and chapter books.
- ELA 5.6.3 Understands components of plot: main problem, conflict, resolution, cause and effect
- ELA 5.6.4 Understands similarities and differences within and among literary works from various genres
- Character types
  - Point of views
  - Settings
  - Events

- Role of natural phenomena
- ELA 5.6.5 Understands elements of character development in literary works
  - Difference between main and minor characters
  - Stereotypical vs. fully developed characters
  - Changes that characters undergo
  - Importance of characters' actions, motives, and appearance to plot and theme
- ELA 5.6.6 Knows themes that recur across literary works
- ELA 5.6.7 Understands the ways in which language is used in literary texts
  - Personification
  - Alliteration
  - Onomatopoeia
  - Metaphor
  - Simile
  - Imagery
  - Hyperbole
  - Rhythm
- ELA 5.6.8 Makes connections between characters or simple events in literary work and people or events in his or her own life

**Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts.**

- ELA 5.7.1 Uses reading skills and strategies to understand textbooks, biographical sketches, letters, diaries, directions, procedures, and magazines
- ELA 5.7.2 Knows defining characteristics of textbooks, biographical sketches, letters, diaries, directions, procedures, and magazines
- ELA 5.7.3 Uses heading, topic sentences, graphic features, titles, and summary sentences to determine main ideas and locate information in text
- ELA 5.7.4 Uses index, table of contents, glossary, appendix, and preface to locate information in a book
- ELA 5.7.5 Summarizes and paraphrases information in a text
- ELA 5.7.6 Uses prior knowledge and experience to understand and respond to new information
- ELA 5.7.7 Understands structural patterns in informational texts
  - Chronological
  - Logical
  - Sequential order
  - Compare and contrast
  - Cause and effect
  - Proposition and support

## **Listening and Speaking**

**Standard 8: Uses listening and speaking strategies for different purposes**

- ELA 5.8.1 Makes contributions in class and group discussions
- ELA 5.8.2 Asks questions in class
- ELA 5.8.3 Responds to others' questions and comments
- ELA 5.8.4 Listens to classmates and adults
- ELA 5.8.7 Makes basic oral presentations to class

# Math

## Standard 1 - Uses a variety of strategies in the problem-solving process

- M5.1.1 Represents and uses a variety of strategies to understand problem situations (e.g., discussing with peers, stating problems in own words, modeling problem with diagrams or physical objects, identifying a pattern)
- M5.1.3 Understands that some ways of representing a problem are more helpful than others
- M5.1.5 Knows the difference between pertinent and irrelevant information when solving problems
- M5.1.7 Explains methods and reasoning behind solutions to determine reasonableness of and to verify results
- M5.1.9 Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem
- M5.1.10 Represents problem situations in and translates among oral, written, concrete, pictorial, and graphic forms
- M5.1.11 Understands the role of symbols in representing mathematical ideas

## Standard 2 - Understands and applies basic and advanced properties of the concepts of numbers

- M5.2.1 Understands the relationships among fractions, decimals, mixed numbers, and whole numbers
- M5.2.2 Understands equivalent forms of basic percents, fractions, and decimals (e.g.,  $\frac{1}{2}$  is equivalent to 50% is equivalent to .5) and when one form of a number might be more useful than another
- M5.2.8 Understands the relationships among equivalent number representations (e.g., whole numbers, fractions, ratios, decimals, percents) and the advantages and disadvantages of each type of representation
- M5.2.9 Understands the characteristics and properties (e.g., other relations, relative magnitude, base-ten place value) of the set of rational numbers and its subsets (e.g., whole numbers, fractions, decimals)
- M5.2.10 Understands basic number theory concepts (e.g., prime

and composite numbers, factor, multiples, odd/even numbers)

**Standard 3 - Uses basic and advanced procedures while performing the processes of computation**

- M5.3.1 Adds, subtracts, multiplies, and divides whole numbers, fractions and decimals
- M5.3.9 Understands the correct order of operations for performing arithmetic computations
- M5.3.10 Uses proportional reasoning to solve mathematical and real-world problems (e.g., involving equivalent fractions, equal ratios, constant rate of change, proportions, percents)
- M5.3.11 Understands the properties of operations with rational numbers (e.g., distributive property, commutative and associative properties of addition and multiplication, inverse properties, identity properties)
- M5.3.12 Knows when an estimate is more appropriate than an exact answer for a problem
- M5.3.13 Understands how different algorithms work for arithmetic computations and operations

**Standard 4 - Understands and applies basic and advanced properties of the concepts of measurement**

- M5.4.1 Understands the basic measures perimeter, area, volume, capacity, mass, angle, and circumference
- M5.4.2 Selects and uses appropriate tools for given measurement situations (e.g., rulers for length, measuring cups for capacity, protractors for angle)
- M5.4.3 Knows approximate size of basic standard units (e.g., centimeters, feet, grams) and relationships between them (e.g., between inches and feet)
- M5.4.4 Understands the relationships between measures (e.g., length, perimeter, and area)
- M5.4.5 Understands that measurement is not exact

- M5.4.6 Uses specific strategies to estimate quantities and measurements (e.g., estimating the whole by estimating the parts)
- M5.4.8 Knows processes for telling time, counting money, and measuring length, weight, and temperature, using basic standard and non-standard units.
- M5.4.9 Solves problems involving perimeter (circumference) and area of various shapes (e.g., parallelograms, triangles, circles)
- M5.4.10 Understands the relationships among linear dimensions, area, and volume and the corresponding uses of units, square units, and cubic units of measure
- M5.4.12 Understands formulas for finding measures (e.g., area, volume, surface area)
- M5.4.13 Understands procedures for basic indirect measurements (e.g., using grids to estimate area of irregular figures)

**Standard 5 - Understands and applies basic and advanced properties of the concepts of geometry**

- M5.5.2 Understands basic properties of figures (e.g., two-or-three dimensionality, symmetry, number of faces, type of angle)
- M5.5.3 Predicts and verifies the effects of combining, subdividing, and changing basic shapes.
- M5.5.4 Understands that shapes can be congruent or similar
- M5.5.5 Uses motion geometry (e.g., turns, flips, slides) to understand geometric relationships
- M5.5.6 Understands characteristics of lines (e.g., parallel, perpendicular, intersecting) and angles (e.g., right, acute)
- M5.5.7 Understands how scale in maps and drawings shows relative size and distance
- M5.5.8 Understands the defining properties of three-dimensional figures (e.g., a cube has edges with equal lengths, faces with equal areas and congruent shapes, right angle corners, angles, planes)

- M5.5.9 Understands the defining properties of triangles (e.g., the sum of the measures of two sides of a triangle must be greater than the measures of the third side)
- M5.5.10 Understands tools and how they are used to create geometric figures (i.e., ruler, protractor, and compass)

**Standard 6 - Understands and applies basic and advanced properties of the concepts of statistics and data analysis**

- M5.6.1 Understands that data represents specific pieces of information about real- world objects or activities
- M5.6.2 Understands that spreading data out on a number line helps to see what the data points pile up, and where the gaps are
- M5.6.3 Understands that a summary of data should include where the middle is and how much spread there is around it
- M5.6.5 Reads and interprets simple bar graphs, pie charts, line graphs, charts, and tables
- M5.6.7 Understands the basic concept of a sample (e.g., a large sample leads to more reliable information; a small part of something may have unique characteristics but not be an accurate representation of the whole)
- M5.6.8 Understands basic concepts about how samples are chosen (e.g., random samples, bias in sampling procedures, limited samples, sampling error)
- M5.6.9 Understands basic characteristics of measures of central tendency (i.e., mean median, mode)

**Standard 7 - Understands and applies basic and advanced properties of the concepts of probability**

- M5.7.4 Determines probability using mathematical/theoretical models (e.g., table or tree diagram, area model, list, counting procedures, sample space)
- M5.7.5 Determines probability using simulations or experiments
- M.5.7.6 Understands the relationship between the numerical expression of probability (e.g., fraction, percent age, odds) and events that produce these numbers

**Standard 8 - Understands and applies basic and advanced properties of functions and algebra**

- M5.8.1 Recognizes, creates and extends a wide variety of patterns (e.g., basic linear patterns such as (2,4,6,8...); simple repeating and growing patterns) and the rules that explain them
- M5.8.2 Understands that the same pattern can be represented in different ways (e.g., geometrically or numerically; the pattern of numbers (7,14,21,28...))
- M5.8.3 Knows that a variable is a letter or symbol that stands for one or more numbers
- M5.8.4 Understands the basic concept of an equality relationship (i.e., an equation is a number sentence that shows two quantities that are equal)
- M5.8.5 Solves open sentences involving operations on whole numbers (e.g.,  $9+17=23$ )
- M5.8.8 Understands various representations (e.g., tables, graphs, verbal descriptions, algebraic expression, Venn diagram) of patterns and functions and the relationships among these representations

**Standard 9 - Understands the general nature and uses of mathematics**

- M5.9.1 Understands that numbers and the operations performed on them can be used to describe things in the real world
- M5.9.2 Understands that mathematical ideas and concepts can be represented concretely, graphically, and symbolically

# Science

## Earth and Space Science

### **Standard 3: Understands the composition and structure of the universe and the earth's place in it**

- SCI 5.3.1 Knows that night and day are caused by the Earth's rotation on its axis
- SCI 5.3.2 Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth
- SCI 5.3.3 Knows that the patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly and different stars can be seen in different seasons
- SCI 5.3.4 Knows that planets look like stars, but over time they appear to wander among the constellations
- SCI 5.3.5 Knows that astronomical objects in space are massive in size and are separated from one another by vast distances (e.g., many stars are more massive than our Sun but so distant they look like points of light)
- SCI 5.3.6 Knows that telescopes magnify distant objects in the sky (e.g., the Moon, planets) and dramatically increase the number of stars we can see

## Life Sciences

### **Standard 5: Understands the structure and function of cells and organisms**

- LSCI 5.5.2 Knows that living organisms have distinct structures and body systems that serve specific functions in growth, survival, and reproduction (e.g., various body structures for walking, flying, or swimming)

### **Standard 6: Understands relationships among organisms and their physical environment**

- LSCI 5.6.1 Knows the organization of simple food chains and food webs (e.g., green plants make their own food with sunlight, water, and air; some animals eat the plants; some animals eat the animals that eat the plants)
- LSCI 5.6.2 Knows that the transfer of energy (e.g., through the consumption of food) is essential to all living organisms
- LSCI 5.6.3 Knows that an organism's patterns of behavior are related to the nature of that organism's environment (e.g., kinds and numbers of other organisms present, availability of food and resources, physical characteristics of the environment)

- LSCI 5.6.4 Knows that changes in the environment can have different effects on different organisms (e.g., some organisms move in, others move out; some organisms survive and reproduce, others die)
- LSCI 5.6.5 Knows that all organisms (including humans) cause changes in their environments, and these changes can be beneficial or detrimental

## Physical Sciences

### Standard 8: Understands the structure and properties of matter

- PSCI 5.8.1 Knows that matter has different states (i.e., solid, liquid, gas) and that each state has distinct physical properties; some common materials such as water can be changed from one state to another by heating or cooling
- PSCI 5.8.2 Knows that the mass of a material remains constant whether it is together, in parts, or in a different state
- PSCI 5.8.3 Knows that substances can be classified by their physical and chemical properties (e.g., magnetism, conductivity, density, solubility, boiling and melting points)
- PSCI 5.8.4 Knows that materials may be composed of parts that are too small to be seen without magnification

## Nature of Science

### Standard 11: Understands the nature of scientific knowledge

- NSCI 5.11.1 Knows that although the same scientific investigation may give slightly different results when it is carried out by different persons, or at different times or places, the general evidence collected from the investigation should be replicable by others
- NSCI 5.11.2 Knows that good scientific explanations are based on evidence (observations) and scientific knowledge
- NSCI 5.11.3 Knows that scientists make the results of their investigations public; they describe the investigations in ways that enable others to repeat the investigations
- NSCI 5.11.4 Knows that scientists review and ask questions about the results of other scientists' work

### Standard 12: Understands the nature of scientific inquiry

- NSCI 5.12.1 Knows that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world

- NSCI 5.12.2 Knows that scientists use different kinds of investigations (e.g., naturalistic observation of things or events, data collection, controlled experiments), depending on the questions they are trying to answer
- NSCI 5.12.3 Plans and conducts simple investigations (e.g., formulates a testable question, makes systematic observations, develops logical conclusion
- NSCI 5.12.4 Uses appropriate tools and simple equipment (e.g., thermometers, magnifiers, microscopes, calculators, graduated cylinders) to gather scientific data and extend the senses
- NSCI 5.12.5 Knows that different people may interpret the same set of observations differently

**Standard 13: Understands the scientific enterprise**

- NSCI 5.13.1 Knows that people of all ages, backgrounds, and groups have made contributions to science and technology throughout history
- NSCI 5.13.2 Knows that although people using scientific inquiry have learned much about the objects, events, and phenomena in nature, science is an ongoing process and will never be finished
- NSCI 5.13.3 Knows that scientists and engineers often work in teams to accomplish a task

# Social Studies

## Standard 2 - Understands the historical perspective

- SS5.2.1 Understands that specific individuals had a great impact on history
- Pocahontas
  - William Penn
  - Thomas Jefferson
  - Abraham Lincoln
- EXPLORERS
- Explorers impact on knowledge of world
  - Explorers willingness to take huge risks
- SS5.2.2 Understands that specific ideas, decisions and events had an impact on history
- COLONIZATION
- Puritans leaving England due to opposing views
  - Slavery and indentured servants
  - Trade (e.g. fur trade, tobacco, cotton)
  - Expansion of colonies
- NATIVE AMERICANS
- Migration over Bering Strait
  - Immigration of the colonists
- EXPLORERS
- Decision to set sail impacted Native Americans,
  - Trade expanded
  - Europeans exhibited power over natives
  - Basic beliefs about the world changed (view of flat world, other peoples, sea animals, navigation devices, maps)

## Standard 5 - Understands various meanings of social group and interactions among individuals, groups, and institutions

- SS5.5.2 Knows that culture can be expressed through a variety of ways
- COLONIZATION
- Aspects of British colonies (Massachusetts, New Hampshire, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia)
  - Differences between colonies and Great Britain
- NATIVE AMERICANS
- Legends
  - Aspects of a culture

- Differences among different tribes and regions
- EXPLORERS
- Native American view of Europeans
  - Explorer's view of Native Americans

SS5.5.3 Understands that social affiliation has many meanings

COLONIZATION

- Puritans, Quakers and Pilgrims

NATIVE AMERICANS

- Differences among tribes
- Differences among regions
- Differences between Native Americans and colonists

EXPLORERS

- Nationalism of European countries (be first to reach Asia over the sea, bring riches to your country)

SS5.5.4 Understands that one person's interests may conflict with the interests of others and that rules can help to resolve these conflicts

- John Smith vs. Indians
- George III vs. Colonists
- Andrew Jackson vs. Native Americans

SS5.5.7 Knows various forms of religious, social, political and economic institutions had an impact throughout history

NATIVE AMERICANS

- Native American tribes and their beliefs
- How their beliefs differed from each other and the colonists

EXPLORERS

- Conquistador view of "taming savages"
- "Trading" and stealing riches from Aztecs
- Native cultures impact of beliefs of explorers

## **Standard 6 - Understands basic concepts of government and its functions**

SS5.6.1 Knows various people and groups who make, apply, and enforce rules and laws for others and who manage disputes about rules and laws

COLONIZATION

- Ferdinand and Isabella control the explorers
- House of Burgesses controls Jamestown
- US Constitution controls the colonists
- Federal power controls State power

#### NATIVE AMERICANS

- Native American cultures within each tribe

#### EXPLORERS

- Ferdinand and Isabella control Columbus and other Spanish explorers

SS5.6.2 Knows the basic purposes of government in the U.S.

- Mayflower Compact
- Holy Watching in Massachusetts Bay
- Preamble to the Constitution
- Emancipation Proclamation

### **Standard 7 - Understands the role of constitutions in establishing governments and the basic values and principles of democracy**

SS5.7.1 Knows the fundamental values and principles of American democracy

- Five Iroquois Tribes
- Fundamental Orders of Connecticut
- Declaration of Independence Bill of Rights
- Formation of the Confederate States of America

### **Standard 10 - Understands characteristics of geographic features (people, places and environment) and the uses of maps, globes and other geographical tools**

SS5.10.1 Knows the basic elements of maps and globes

- legend, cardinal and intermediate directions, scale, principal parallels, meridians
- historical maps
- region maps

#### EXPLORERS

- Cartography as it relates to explorers
- Mapping exploration routes

#### NATIVE AMERICANS

- Mapping Native American regions and tribes

SS5.10.3 Uses map grids to plot absolute location

- latitude and longitude
- alphanumeric system
- Mapping Native American regions and tribes
- Mapping and locating exploration routes

SS5.10.4 Knows major physical and human features of places as they are represented on maps and globes

- wetlands
- historic sites
- landforms

- locations of places discussed in history
- Mapping Native American tribes
- Mapping exploration routes and stressing problem areas

**Standard 11- Understands physical and human characteristics of places and regions.**

SS5.11.1 Knows how the characteristics of places are shaped by physical and human processes

**NATIVE AMERICANS**

- How different Native American tribes developed different cultures

Resources of tribes

**COLONIZATION**

- effects of agriculture on land use and vegetation
- effects of settlement on the building of roads
- relationship of population distribution to land forms
- climate
- vegetation
- resources

**EXPLORERS**

- Effect of Cortez and “sacking” of Aztec resources

SS5.11.2 Knows similarities and differences in characteristics of culture in different regions

- Aspects of culture of Native American tribes (geography/environment, technology, art, food, shelter, religious beliefs, governmental systems)

SS5.11.3 Understands voluntary and involuntary migration.

- causes and effects of human migration
- similarities and differences in characteristics of culture in different regions (e.g., cultural differences among Native American Tribes, between Native Americans and colonists)

**COLONIZATION**

- European colonists
- African slaves
- Explorers

**NATIVE AMERICANS**

- westward expansion on Native Americans- migration over Bering Strait

**EXPLORERS**

- Stories of an “Unknown Land”
- The Greenlander’s Saga (Leif Erickson’s journey)
- European belief that the world outside of where they lived was very dangerous
- Poor ships and no maps (desire to improve these)

- Trade with Asia
- Desire for gold, riches, and power after Columbus' visit.

### **Standard 16 - Understands market structures and different economic systems**

- SS5.16.1 Understands that all societies have developed various economic systems in order to allocate their resources to produce and distribute goods and services and there are advantages and disadvantages of each type of system
- bartering
  - triangle trade
  - currency exchange
  - capitalism
- NATIVE AMERICANS
- Native American trading and bartering
- EXPLORERS
- How native economies developed differently than those of Europeans'
- SS5.16.2 Understands that when people and nations specialize, they become more interdependent
- in the village common the silversmith was dependent on the carpenter
  - the carpenter was dependent on the farmer
  - the farmer was dependent on the silversmith
  - Britain was dependent on Boston for rum
  - Boston was dependent on Spain for molasses
  - Spain was dependent on Africa for slaves
  - Africa was dependent on Britain for tools and weapons

### **Standard 19 - (Beginnings to 1620) Understands the cultural characteristics of societies in the Americas, Western Europe, and Western Africa**

- SS5.19.1 Understands the migration and settlement patterns of people in the Americas
- the land bridge
  - frontier movements
  - French and Indian Wars
  - Westward Expansion (Texas and California)
  - Migration across Bering Strait
  - Why Native American tribes settled where they did
- SS5.19.2 Understands that the various Native North American Tribes differ
- Aspects of culture of Native American tribes (geography/environment, technology, art, food, shelter, religious beliefs, governmental systems)

- Differences and similarities among the different tribes
- SS5.19.3 Understands the significance of beliefs held by both Native Americans and Europeans
- NATIVE AMERICANS
- Native American beliefs about their origins,
  - ideas of land use by Native Americans and Europeans
- EXPLORERS
- Encounters between explorers and Native Americans
  - Pre-exploration beliefs about the world
  - Post-exploration beliefs about the world and themselves
- SS5.19.4 Understands the relationship between the Native Americans and European Explorers
- Vikings negative encounters in Newfoundland
  - Positive pilgrim experience in Plymouth
  - Positive experiences between the Indians and the French in Canada
  - Poor treatment of the Indians by the British
  - Indian Hunters of the Revolution
- SS5.19.5 Understands the discovery and conquest of the New World
- EXPLORERS
- Conquistadores and Aztecs (search for gold, riches and power)
  - Ponce de Leon and Florida (search for gold, riches and power)
  - Building New Spain
  - Slavery and slave trade
  - The French in North America and the fur trade
  - English settlement and effect on Native Americans (Pocahontas, the first Thanksgiving, mayflower Compact)
- SS5.19.8 Knows legends of pre-Columbus explorations and the technological, scientific, and geographic factors that led to the age of exploration
- EXPLORERS
- Stories of an “Unknown Land”
  - The Greenlander’s Saga (Leif Erickson’s journey)
  - European belief that the world outside of where they lived was very dangerous
  - Poor ships and no maps (desire to improve these)
  - Trade with Asia
  - Desire for gold, riches, and power after Columbus’ visit.
- SS5.19.9 Knows the features of the major European explorations that took place between the 15th and 17th centuries
- Christopher Columbus, Marco Polo, Prince Henry of

Portugal, Amerigo Vespucci, Vasco Núñez de Balboa, Ferdinand Magellan, Hernán Cortez

- Routes and motives of exploration
- Problems on the seas
- Expectations of what they would find
- What explorers found in New World

**Standard 20 - (1585-1763) Understands colonial history and settlement and how political, religious, and social institutions took root in the Americas**

SS5.20.1 Understands that growth and change took place in the European colonies following their founding

**COLONIZATION**

- Aspects of culture of British colonies (Massachusetts, New Hampshire, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia)
- Plymouth's laws causes uneasiness within
- Mass immigration from England
- Slavery causes growth in economy and population
- Economic and social changes bring need for more and more land, the colonies begin to spread and expand west

SS5.20.2 Understands that religion played a grand role in the settlement and development of the English Colonies

- Puritanism
- Relationship with Native Americans (savages)

SS5.20.3 Understands peaceful and conflicting interaction between English settlers and Native Americans in the colonies

- Thanksgiving
- Pocahontas and Captain Smith
- Trade with Native Americans
- Colonists' use of natural resources and effect on Native Americans
- Westward expansion of colonies and effect on tribes of eastern woodlands

**Standard 21 - (1754-1820s) Understands the causes of the American Revolution and the impact on the economy, society, and practices of government**

SS5.21.1 Understands that certain events contributed to the outbreak of the American Revolution and the earliest armed conflicts of the Revolutionary War

- The French and Indian War
- The Stamp Act
- The Intolerable Acts

- SS5.21.2

  - The Boston Massacre

Understands that there were major political issues in the thirteen colonies after their independence from England

  - arguments over the Articles of Confederation
  - arguments over how to govern themselves
  - states vs. federal power
  - 3 branches of government
- SS5.21.3

Understands the major development and chronology of the Revolutionary War and the roles of its political, military, and diplomatic leaders

  - social, political, and economic effects of the American revolutionary victory on different groups
    - George Washington
    - rural farmers
    - wealthy merchants
    - enslaved and free African Americans
    - abolitionists
    - women who contributed to the war effort
  - factors involved in calling the Constitutional Convention
    - Shay's Rebellion
    - Weak Central Government
    - International Affairs
    - Common Currency issues
    - Stamp Act
- SS5.21.5

Understands that there were issues and ideas supported and opposed by delegates at the Constitutional Convention

  - enduring features of the Constitution such as the separation of powers, and checks and balances
  - the Virginia Plan
  - the New Jersey Plan
  - the Connecticut Compromise
  - equal rights for African Americans and Women
- SS5.21.6

Understands the significance of the Bill of Rights and its specific guarantees

  - the relevance of the Bill of Rights in today's society
- SS5.21.7

Understands that there were political differences amongst the leaders (e.g., Alexander Hamilton and Thomas Jefferson) and differences in the social and economic composition of each political party in the 1790s (Federalists and Whigs)

**Curriculum Notes**