



Access Social Studies
Grade 5
(#7721016)

April 2020

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Course Standards

SS.5.A.1.1:

Use primary and secondary sources to understand history.

Clarifications:

Examples may include, but are not limited to, diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs. Examples of all of these forms of primary sources may be found on various websites such as the site for [The Kinsey Collection](#).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.1.In.a:	Use primary and secondary resources to understand history, such as letters, newspapers, audio or video recordings, pictures, photographs, and maps.			
SS.5.A.1.Su.a:	Use primary and secondary resources related to history, such as letters, video recordings, photographs, pictures, and maps.			
SS.5.A.1.Pa.a:	Recognize artifacts, photographs, or video recordings related to people or events from the past.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here Hernando de Soto lesson plan Click Here Ponce de Leon lesson plan Click Here The Battle of Lexington and Concord lesson plan Click Here History of the Florida Sponge Industry lesson plan Click Here State Timeline lesson plan Click Here The Thirteen Colonies: Here to There lesson plan Click Here			

SS.5.A.1.2:

Utilize timelines to identify and discuss American History time periods.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.1.In.b:	Complete a timeline to sequence important events in American history.			
SS.5.A.1.Su.b:	Sequence events to match dates on a timeline about American history.			
SS.5.A.1.Pa.b:	Sequence pictures that show events about America.			
Resources:	History of the Florida Sponge Industry lesson plan Click Here State Timeline lesson plan Click Here			

[SS.5.A.2.1:](#)

Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

Clarifications:

Examples may include, but are not limited to, those listed in the benchmark.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.2.In.a:	Identify differences in cultures in ancient North American civilizations, such as the buildings and clothing of Aztecs, Mayas, and Inuit.			
SS.5.A.2.Su.a:	Recognize a cultural aspect of an ancient North American civilization, such as buildings or clothing.			
SS.5.A.2.Pa.a:	Recognize differences in aspects of culture.			
Resources:				

[SS.5.A.2.2:](#)

Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

Clarifications:

Examples may include, but are not limited to, those listed in the benchmark.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.2.In.b:	Recognize that Native American tribes lived in different parts of North America and had different customs.			
SS.5.A.2.Su.b:	Recognize that many different Native American tribes lived in North America.			
SS.5.A.2.Pa.b:	Recognize differences in Native American tribes.			
Resources:				

[SS.5.A.2.3:](#)

Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.2.In.c:	Identify differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.			
SS.5.A.2.Su.c:	Recognize differences in cultural aspects of Native American tribes, such as food, clothing, and shelters.			
SS.5.A.2.Pa.c:	Recognize differences in Native American tribes.			
Resources:				

[SS.5.A.3.1:](#)

Describe technological developments that shaped European exploration.

Clarifications:

Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.3.In.a:	Recognize inventions that made exploration safer, such as the compass and seaworthy ships.			
SS.5.A.3.Su.a:	Recognize that exploration in ships was made safer with the compass.			
SS.5.A.3.Pa.a:	Recognize that tools make travel safe.			
Resources:				

[SS.5.A.3.2:](#)

Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Clarifications:

In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.3.In.b:	Identify a European explorer, the sponsoring country, and a reason for the exploration.			
SS.5.A.3.Su.b:	Recognize a reason why a European explorer came to America.			
SS.5.A.3.Pa.b:	Recognize that exploration involves looking for something new.			
Resources: Hernando de Soto lesson plan Click Here Ponce de Leon lesson plan Click Here				

[SS.5.A.3.3:](#)

Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

Clarifications:

Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.3.In.c:	Identify differences in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.			
SS.5.A.3.Su.c:	Recognize a difference in interaction among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.			
SS.5.A.3.Pa.c:	Recognize ways different groups interact with each other.			

Resources:

[SS.5.A.4.1:](#)

Identify the economic, political and socio-cultural motivation for colonial settlement.

Clarifications:

Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade..

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.a:	Identify reasons the colonists settled in America, such as to obtain land and religious freedom.			
SS.5.A.4.Su.a:	Recognize a reason why colonists settled in America, such as to obtain land.			
SS.5.A.4.Pa.a:	Recognize a reason why people move to a different place.			

Resources:

History of the Florida Sponge Industry lesson plan [Click Here](#)

[SS.5.A.4.2:](#)

Compare characteristics of New England, Middle, and Southern colonies.

Clarifications:

Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.b:	Recognize differences in location and resources of the three groups of colonies (New England, Middle, and Southern).			
SS.5.A.4.Su.b:	Recognize resources found in a colonial region, such as farms in the Southern Colonies.			
SS.5.A.4.Pa.b:	Recognize that different regions had different resources.			
Resources:				

[SS.5.A.4.3:](#)

Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

Clarifications:

Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.c:	Recognize an individual responsible for development of new colonies, such as William Penn and Pennsylvania (Middle Colonies).			
SS.5.A.4.Su.c:	Recognize that leaders helped start new colonies.			
SS.5.A.4.Pa.c:	Recognize that different regions had different leaders.			
Resources:				

[SS.5.A.4.4:](#)

Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

Clarifications:

Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.d:	Identify various aspects of daily colonial life, such as farming, education, and games.			
SS.5.A.4.Su.d:	Recognize aspects of daily colonial life, such as farming and education.			
SS.5.A.4.Pa.d:	Recognize an aspect of colonial life, such as education.			
Resources:				

[SS.5.A.4.5:](#)

Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.e:	Recognize that Triangular Trade involved the exchange of goods for slaves with Africa, the West Indies, the British Colonies, and Europe.			
SS.5.A.4.Su.e:	Recognize that slaves were taken from Africa to work for others in the British Colonies.			
SS.5.A.4.Pa.e:	Recognize that slaves were forced to work for others.			
Resources:				

[SS.5.A.4.6:](#)

Describe the introduction, impact, and role of slavery in the colonies.

Clarifications:

Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.4.In.f:	Identify that farmers in the Southern Colonies were able to have large farms because they owned the slaves that worked on them.			
SS.5.A.4.Su.f:	Recognize that farmers in the Southern Colonies had large farms with slaves.			
SS.5.A.4.Pa.f:	Recognize that slaves were forced to work for others.			
Resources:				

[SS.5.A.5.1:](#)

Identify and explain significant events leading up to the American Revolution.

Clarifications:

Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.a:	Identify events leading up to the American Revolution, such as unfair taxes and restriction of freedoms by the King of England.			
SS.5.A.5.Su.a:	Recognize an event that led to the American Revolution, such as unfair taxes.			
SS.5.A.5.Pa.a:	Recognize that the people who settled in America were unhappy with the King of England.			
Resources: The Boston Tea Party lesson plan Click Here				

[SS.5.A.5.2:](#)

Identify significant individuals and groups who played a role in the American Revolution.

Clarifications:

Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John

Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.b:	Recognize achievements of significant individuals from the American Revolution, such as George Washington, Thomas Jefferson, and Ben Franklin.			
SS.5.A.5.Su.b:	Recognize a famous individual who contributed to the American Revolution, such as George Washington, Thomas Jefferson, or Ben Franklin.			
SS.5.A.5.Pa.b:	Recognize George Washington.			
Resources:				

[SS.5.A.5.3:](#)

Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

Clarifications:

Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.c:	Identify that the Declaration of Independence stated that colonists wanted freedom from England.			
SS.5.A.5.Su.c:	Recognize that the colonists supported the Declaration of Independence.			
SS.5.A.5.Pa.c:	Recognize that the colonists wanted freedom from a king.			
Resources:				

[SS.5.A.5.4:](#)

Examine and explain the changing roles and impact of significant women during the American Revolution.

Clarifications:

Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.d:	Identify the role a woman played during the American Revolution, such as Martha Washington.			
SS.5.A.5.Su.d:	Recognize a famous woman from the American Revolution, such as Martha Washington.			
SS.5.A.5.Pa.d:	Recognize that women helped during the American Revolution.			
Resources:				

[SS.5.A.5.5:](#)

Examine and compare major battles and military campaigns of the American Revolution.

Clarifications:

Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.e:	Recognize a major battle in the American Revolution and a hardship the soldiers endured, such as winter at Valley Forge.			
SS.5.A.5.Su.e:	Recognize that George Washington led the troops against England during the American Revolution.			
SS.5.A.5.Pa.e:	Recognize that the colonists fought in the American Revolution.			
Resources: The Battle of Lexington and Concord lesson plan Click Here				

[SS.5.A.5.6:](#)

Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

Clarifications:

Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.f:	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.			
SS.5.A.5.Su.f:	Recognize that the colonists needed help from other countries to win the Revolution.			
SS.5.A.5.Pa.f:	Recognize that other groups (countries) helped the colonists.			
Resources:				

[SS.5.A.5.7:](#)

Explain economic, military, and political factors which led to the end of the Revolutionary War.

Clarifications:

Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.g:	Recognize that France and other countries contributed money and supplies to help the colonists fight against England.			
SS.5.A.5.Su.g:	Recognize that the colonists needed help from other countries to win the Revolution.			
SS.5.A.5.Pa.g:	Recognize that other groups (countries) helped the colonists.			
Resources:				

[SS.5.A.5.8:](#)

Evaluate the personal and political hardships resulting from the American Revolution.

Clarifications:

Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.h:	Recognize that there was no money or supplies left for the new government after the American Revolution.			
SS.5.A.5.Su.h:	Recognize that the colonists needed more money and supplies after the American Revolution.			
SS.5.A.5.Pa.h:	Recognize that colonists need supplies.			
Resources:				

[SS.5.A.5.9:](#)

Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

Clarifications:

Examples may include, but are not limited to, those listed in the benchmark.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.i:	Recognize that the Confederation Congress passed a law (Northwest Ordinance) to allow the United States to expand westward.			
SS.5.A.5.Su.i:	Recognize that the United States wanted to add new lands after the Revolution.			
SS.5.A.5.Pa.i:	Recognize that the United States grew in size.			
Resources:				

[SS.5.A.5.10:](#)

Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

Clarifications:

Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.5.In.j:	Recognize that the Constitution outlines the principles of the American government.			
SS.5.A.5.Su.j:	Recognize that the Constitution is the set of laws Americans follow.			
SS.5.A.5.Pa.j:	Recognize that the government makes laws for its people.			
Resources:				

[SS.5.A.6.1:](#)

Describe the causes and effects of the Louisiana Purchase.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.a:	Identify the major cause and effect of the Louisiana Purchase.			
SS.5.A.6.Su.a:	Recognize that the Louisiana Purchase made the United States twice its original size.			
SS.5.A.6.Pa.a:	Recognize that the United States was made larger by buying land.			
Resources:				

[SS.5.A.6.2:](#)

Identify roles and contributions of significant people during the period of westward expansion.

Clarifications:

Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.b:	Identify people in the westward expansion and their importance, such as Lewis and Clark, Sacagawea, and Thomas Jefferson.			
SS.5.A.6.Su.b:	Recognize that Lewis and Clark led an expedition during the westward expansion.			
SS.5.A.6.Pa.b:	Recognize that people explore new lands.			
Resources:				

[SS.5.A.6.3:](#)

Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

Clarifications:

In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.c:	Identify advances in transportation and communication in America during the 1800s, such as railroads, steamboats, and the Pony Express.			
SS.5.A.6.Su.c:	Recognize a change in transportation in America during the 1800s, such as railroads.			
SS.5.A.6.Pa.c:	Recognize a method of transportation.			
Resources: Henry Flagler and the East Coast Railroad lesson plan Click Here				

[SS.5.A.6.4:](#)

Explain the importance of the explorations west of the Mississippi River.

Clarifications:

Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-niners, the Oregon Trail.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.d:	Identify contributions of explorers who went west of the Mississippi River, such as creating the first accurate map of the area, including its rivers and mountains.			
SS.5.A.6.Su.d:	Recognize that Lewis and Clark led an expedition during the westward expansion.			
SS.5.A.6.Pa.d:	Recognize that people explore new lands.			
Resources:				

[SS.5.A.6.5:](#)

Identify the causes and effects of the War of 1812.

Clarifications:

Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.e:	Recognize a cause of the War of 1812, such as England kidnapping American sailors, and an effect, such as maintaining control of the land acquired in the Louisiana Purchase.			
SS.5.A.6.Su.e:	Recognize that America fought England to keep the Mississippi River in the War of 1812.			
SS.5.A.6.Pa.e:	Recognize that different groups wanted the same land.			
Resources:				

[SS.5.A.6.6:](#)

Explain how westward expansion affected Native Americans.

Clarifications:

Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.f:	Identify that westward expansion forced Native Americans to leave their homes and caused thousands to die.			
SS.5.A.6.Su.f:	Recognize that many Native Americans died or lost their homes due to westward expansion.			
SS.5.A.6.Pa.f:	Recognize that different groups wanted the same land.			
Resources:				

[SS.5.A.6.7:](#)

Discuss the concept of Manifest Destiny.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.g:	Recognize that Americans thought it was their right to take lands from the Native Americans to expand across the North American continent.			
SS.5.A.6.Su.g:	Recognize that many Native Americans died or lost their homes due to westward expansion.			
SS.5.A.6.Pa.g:	Recognize that different groups wanted the same land.			
Resources:				

[SS.5.A.6.8:](#)

Describe the causes and effects of the Missouri Compromise.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.h:	Recognize that the Missouri Compromise led to a dividing line between the South (states that wanted slaves) and North (states that did not want slaves).			
SS.5.A.6.Su.h:	Recognize that people in the South could own slaves, but people in the North could not.			
SS.5.A.6.Pa.h:	Recognize that states had different ideas about slavery.			
Resources:				

[SS.5.A.6.9:](#)

Describe the hardships of settlers along the overland trails to the west.

Clarifications:

Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.A.6.In.i:	Identify hardships that settlers faced as they moved west, such as weather, terrain, and vegetation.			
SS.5.A.6.Su.i:	Recognize a hardship of settlers moving west, such as poor weather or bad trails.			
SS.5.A.6.Pa.i:	Recognize a method of travel used by settlers, such as a covered wagon.			
Resources:				

[SS.5.C.1.1:](#)

Explain how and why the United States government was created.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.a:	Identify reasons for creating the United States government, such as to provide services and protection for citizens.			
SS.5.C.1.Su.a:	Recognize a reason for creating the United States government, such as to provide services or protection for citizens.			
SS.5.C.1.Pa.a:	Recognize that governments make laws to keep people safe.			
Resources:				

[SS.5.C.1.2:](#)

Define a constitution, and discuss its purposes.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.b:	Recognize that a constitution is the foundation of the laws of a government.			
SS.5.C.1.Su.b:	Recognize that a constitution is a set of laws.			
SS.5.C.1.Pa.b:	Recognize that governments make laws to keep people safe.			
Resources:				

[SS.5.C.1.3:](#)

Explain the definition and origin of rights.

Clarifications:

Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty, property.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.c:	Identify examples of natural rights, such as the right to life and freedom.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.Su.c:	Recognize natural rights, such as the right to life and freedom.			
SS.5.C.1.Pa.c:	Recognize a right of people, such as freedom.			
Resources:				

[SS.5.C.1.4:](#)

Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.d:	Identify that the Declaration of Independence included justification for America's independence.			
SS.5.C.1.Su.d:	Recognize that the Declaration of Independence included justification for America's independence.			
SS.5.C.1.Pa.d:	Recognize a right of people, such as freedom.			
Resources:				

[SS.5.C.1.5:](#)

Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.e:	Identify that the Bill of Rights was written to guarantee the individual rights of American citizens.			
SS.5.C.1.Su.e:	Recognize that the Bill of Rights lists the rights of individuals.			
SS.5.C.1.Pa.e:	Recognize a right of people, such as freedom.			
Resources:				

[SS.5.C.1.6:](#)

Compare Federalist and Anti-Federalist views of government.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.1.In.f:	Identify that some people wanted a strong national government while others wanted strong state governments, such as Federalists and Anti-Federalists.			
SS.5.C.1.Su.f:	Recognize that people have different views about the power of the United States government.			
SS.5.C.1.Pa.f:	Recognize that people have different points of view.			
Resources:				

[SS.5.C.2.1:](#)

Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.2.In.a:	Identify the points of view (political ideas) of Patriots and Loyalists during the American Revolution.			
SS.5.C.2.Su.a:	Recognize the point of view (political ideas) of Patriots during the American Revolution.			
SS.5.C.2.Pa.a:	Recognize that groups may have different points of view.			
Resources:				

[SS.5.C.2.2:](#)

Compare forms of political participation in the colonial period to today.

Clarifications:

Examples are who participated and how they participated.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.2.In.b:	Identify examples of political participation used in the past and today, such as voting, signing petitions, and public protests.			
SS.5.C.2.Su.b:	Recognize an example of political participation used today, such as voting or contacting representatives.			
SS.5.C.2.Pa.b:	Recognize that voting is a form of participation.			
Resources:				

[SS.5.C.2.3:](#)

Analyze how the Constitution has expanded voting rights from our nation's early history to today.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.2.In.c:	Identify that voting rights were limited early in our nation's history but expanded to include groups such as former slaves and women.			
SS.5.C.2.Su.c:	Recognize that some groups of citizens of our nation, such as former slaves and women, could not vote in the past.			
SS.5.C.2.Pa.c:	Recognize that people can vote in America.			
Resources:				

[SS.5.C.2.4:](#)

Evaluate the importance of civic responsibilities in American democracy.

Clarifications:

Examples are respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.2.In.d:	Describe the importance of civic responsibilities, such as voting, serving on a jury, and paying taxes.			
SS.5.C.2.Su.d:	Identify civic responsibilities, such as voting, serving on a jury, and paying taxes.			
SS.5.C.2.Pa.d:	Recognize a way to be a responsible citizen, such as voting.			
Resources:		Voting lesson plan Click Here		

[SS.5.C.2.5:](#)

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

Clarifications:

Examples are running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.2.In.e:	Recognize ways that good citizens can become more active in government, such as by running for office and working with others on civic issues.			
SS.5.C.2.Su.e:	Recognize a way that a good citizen can become more active in government, such as by running for office.			
SS.5.C.2.Pa.e:	Recognize a way to be a responsible citizen, such as voting.			
Resources:				

[SS.5.C.3.1:](#)

Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.a:	Recognize that the three branches of the United States government have separate powers.			
SS.5.C.3.Su.a:	Recognize the three branches of the United States government.			
SS.5.C.3.Pa.a:	Recognize the United States has a government.			
Resources:				

[SS.5.C.3.2:](#)

Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.b:	Identify that the United States Constitution is based on the principle of the separation of powers.			
SS.5.C.3.Su.b:	Recognize that the United States Constitution specifies the powers of the branches of government.			
SS.5.C.3.Pa.b:	Recognize the United States has a government.			
Resources:				

[SS.5.C.3.3:](#)

Give examples of powers granted to the federal government and those reserved for the states.

Clarifications:

Examples are coining money, declaring war, creating public schools, making traffic laws.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.c:	Describe a power of the federal government—such as coining money, and a power of the state—such as creating public schools.			
SS.5.C.3.Su.c:	Identify a power of the federal government—such as coining money, and a power of the state—such as creating public schools.			
SS.5.C.3.Pa.c:	Recognize that government provides services, such as coining money or creating schools.			
Resources:				

[SS.5.C.3.4:](#)

Describe the amendment process as defined in Article V of the Constitution and give examples.

Clarifications:

Examples are the Bill of Rights and 26th Amendment.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.d:	Recognize that a change to the Constitution (amendment) is created by following specific steps.			
SS.5.C.3.Su.d:	Recognize that a change to the law is an amendment.			
SS.5.C.3.Pa.d:	Recognize that a law can be changed.			
Resources:				

[SS.5.C.3.5:](#)

Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.e:	Identify rights granted in the Bill of Rights, such as freedom of speech, religion, and assembly.			
SS.5.C.3.Su.e:	Recognize a right granted in the Bill of Rights, such as freedom of speech or religion.			
SS.5.C.3.Pa.e:	Recognize that citizens have rights.			
Resources:				

[SS.5.C.3.6:](#)

Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.C.3.In.f:	Identify the role of the courts in the American legal system in settling conflicts.			
SS.5.C.3.Su.f:	Recognize that a court settles conflicts between people.			
SS.5.C.3.Pa.f:	Recognize that conflicts can be settled.			
Resources:				

[SS.5.E.1.1:](#)

Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

Clarifications:

Examples are Triangular Trade and tobacco.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.1.In.a:	Identify examples of how people traded with each other in North America from pre-Columbian times to 1850.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.1.Su.a:	Recognize that different groups of people traded with each other in North America from pre-Columbian times to 1850.			
SS.5.E.1.Pa.a:	Recognize that people trade goods and services.			
Resources:				

[SS.5.E.1.2:](#)

Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.1.In.b:	Identify a characteristic of a market economy, such as available resources, demand, or available labor.			
SS.5.E.1.Su.b:	Recognize that people produce goods that others want to buy (market economy).			
SS.5.E.1.Pa.b:	Recognize that people trade goods and services.			
Resources:				

[SS.5.E.1.3:](#)

Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Clarifications:

Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.1.In.c:	Identify major inventions during the early development of the United States, such as the Franklin stove, bifocals, and cotton gin.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.1.Su.c:	Recognize a major invention during the early development of the United States, such as the Franklin stove, bifocals, or cotton gin.			
SS.5.E.1.Pa.c:	Identify an invention that helps people, such as a stove.			
Resources:	This for That: Barter and Trade lesson plan Click Here John Gorrie and Refrigeration lesson plan Click Here			

[SS.5.E.2.1:](#)

Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.E.2.In.a:	Recognize examples of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.			
SS.5.E.2.Su.a:	Recognize an example of voluntary trade between Native Americans, European explorers, and colonists, such as trading crops and furs for guns.			
SS.5.E.2.Pa.a:	Recognize that people can trade voluntarily.			
Resources:	This for That: Barter and Trade lesson plan Click Here			

[SS.5.G.1.1:](#)

Interpret current and historical information using a variety of geographic tools.

Clarifications:

Examples are maps, globes, Geographic Information Systems (GIS).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.In.a:	Identify current and historical information using selected geographic tools, such as maps, globes, and satellite images.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.Su.a:	Recognize current and historical information using selected geographic tools, such as a map, globe, or satellite image.			
SS.5.G.1.Pa.a:	Recognize information using a selected geographic tool.			
Resources:				

[SS.5.G.1.2:](#)

Use latitude and longitude to locate places.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.In.b:	Use a coordinate grid on a map to locate places.			
SS.5.G.1.Su.b:	Use a simple coordinate grid on a drawing to locate features.			
SS.5.G.1.Pa.b:	Recognize information using a selected geographic tool.			
Resources:				

[SS.5.G.1.3:](#)

Identify major United States physical features on a map of North America.

Clarifications:

Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.In.c:	Recognize major physical features on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, and Lake Okeechobee.			
SS.5.G.1.Su.c:	Recognize a major physical feature on a map of the United States, such as the Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, or Lake Okeechobee.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.Pa.c:	Recognize a selected physical feature on a pictorial map of the United States.			
Resources:	North American Lakes lesson plan Click Here Geography – Florida Keys lesson plan Click Here			

[SS.5.G.1.4:](#)

Construct maps, charts, and graphs to display geographic information.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.In.d:	Select the format (map, chart, or graph) and display geographic information.			
SS.5.G.1.Su.d:	Complete a map, chart, or graph to display geographic information.			
SS.5.G.1.Pa.d:	Complete a pictorial map using pictures or symbols for designated areas.			
Resources:				

[SS.5.G.1.5:](#)

Identify and locate the original thirteen colonies on a map of North America.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.1.In.e:	Recognize selected colonies of the original 13 colonies on a map of the United States.			
SS.5.G.1.Su.e:	Recognize an original colony on a map of the United States.			
SS.5.G.1.Pa.e:	Recognize a map of North America.			
Resources:				

SS.5.G.1.6:

Locate and identify states, capitals, and United States Territories on a map.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.5.G.1.In.f:</u>	Recognize selected states, capitals, and a United States Territory on a map.			
<u>SS.5.G.1.Su.f:</u>	Recognize selected states and their capitals on a map.			
<u>SS.5.G.1.Pa.f:</u>	Recognize that the United States is made up of different states.			
Resources: The Thirteen Colonies: Here to There lesson plan Click Here				

SS.5.G.2.1:

Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>SS.5.G.2.In.a:</u>	Recognize push and pull factors that have influenced boundary changes within the United States, such as job opportunities, climate, and natural hazards.			
<u>SS.5.G.2.Su.a:</u>	Recognize a push or pull factor that influenced boundary changes within the United States, such as job opportunities, climate, or natural hazards.			
<u>SS.5.G.2.Pa.a:</u>	Recognize a factor that causes a boundary to change.			
Resources:				

SS.5.G.3.1:

Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Clarifications:

An example is the harsh winter in Jamestown.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.3.In.a:	Identify an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.			
SS.5.G.3.Su.a:	Recognize an impact of natural events on humans in the United States through 1850, such as the harsh winter in Jamestown.			
SS.5.G.3.Pa.a:	Recognize a natural event that causes change.			
Resources:				

[SS.5.G.4.1:](#)

Use geographic knowledge and skills when discussing current events.

Clarifications:

Examples are recognizing patterns, mapping, graphing.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.4.In.a:	Use geographic knowledge and skills to identify information about current events, such as reading maps and charts.			
SS.5.G.4.Su.a:	Use geographic knowledge and skills to recognize information about current events, such as reading pictorial maps.			
SS.5.G.4.Pa.a:	Use a geographic tool to recognize information about current events.			
Resources:				

[SS.5.G.4.2:](#)

Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.5.G.4.In.b:	Use geography concepts and skills, such as recognizing patterns and mapping, to identify solutions for local, state, or national problems.			
SS.5.G.4.Su.b:	Use geography concepts and skills, such as recognizing patterns and mapping, to recognize solutions for selected local, state, or national problems.			
SS.5.G.4.Pa.b:	Use a geographic tool to recognize information about current events.			
Resources:				

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SS.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

[HE.5.C.2.4:](#)

Give examples of school and public health policies that influence health promotion and disease prevention.

Clarifications:

Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.5.C.2.In.d:	Identify selected school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
<u>HE.5.C.2.Su.d:</u>	Recognize school and public-health policies that influence health promotion and disease prevention, such as head-lice guidelines, seat-belt laws, fire drills, and school-bus rules.			
<u>HE.5.C.2.Pa.d:</u>	Recognize ways the school influences health practices of children, such as offering after-school activities, community safety-education programs, a variety of nutritious foods at lunch, and bus-safety rules.			

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: [Click here](#)
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [Click here](#).

Course Number: 7721016

Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas

Abbreviated Title: ACCESS SOC ST - 5

Course Attributes: Class Size Core Required

Course Status: Course Approved