

Social Studies Florida Standards At a Glance: Fifth Grade

Strand: **AMERICAN HISTORY**

Standard 1: **Historical Inquiry and Analysis**

SS.5.A.1.1 Use primary and secondary sources to understand history.[. . . diaries, letters, newspapers, audio/video recordings, pictures, photographs, maps, graphs].

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

Standard 2: **Pre-Columbian North America**

SS.5.A.2.1 Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

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).

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.

Standard 3: **Exploration and Settlement of North America**

SS.5.A.3.1 Describe technological developments that shaped European exploration. [. . . orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.]

SS.5.A.3.2 Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.

SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. [. . . diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.]

Standard 4: **Colonization of North America**

SS.5.A.4.1 Identify the economic, political, and socio-cultural motivation for colonial settlement. [. . . 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.]

SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. [. . . colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.]

SS.5.A.4.3 Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. [. . . William Penn, Pontiac, Oludah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.]

SS.5.A.4.4 Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. [. . . town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion].

SS.5.A.4.5 Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

SS.5.A.4.6 Describe the introduction, impact, and role of slavery in the colonies. [. . . 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).]

Standard 5: **American Revolution & Birth of a New Nation**

SS.5.A.5.1 Identify and explain significant events leading up to the American Revolution. [. . . the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.].

SS.5.A.5.2 Identify significant individuals and groups who played a role in the American Revolution. [. . . 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.]

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. [. . . the Magna Carta, the English Bill of Rights, the Mayflower Compact, Common Sense, the Declaration of Independence.]

SS.5.A.5.4 Examine and explain the changing roles and impact of significant women during the American Revolution. [. . . Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.]

SS.5.A.5.5 Examine and compare major battles and military campaigns of the American Revolution. [. . . Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.]

SS.5.A.5.6 Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. [. . . military and monetary aid from France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, military aid from Haiti.]

SS.5.A.5.7 Explain economic, military and political factors which led to the end of the Revolutionary War. [. . . foreign alliances, rising cost for England, Treaty of Paris.]

SS.5.A.5.8 Evaluate the personal and political hardships resulting from the American Revolution. [. . . financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.]

SS.5.A.5.9 Discuss the impact and significance of land policies (Northwest Ordinance of 1787) developed under the Confederation Congress.

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. [. . . liberty, representative government, limited government, individual rights, "bundle of compromises."]

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Strand: **AMERICAN HISTORY** Cont.

Standard 6: **Growth and Westward Expansion**

SS.5.A.6.1 Describe the causes and effects of the Louisiana Purchase.

SS.5.A.6.2 Identify roles and contributions of significant people during the period of westward expansion. [. . . Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.]**SS.5.A.6.3** Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication. [. . . the telegraph, Morse Code.]

SS.5.A.6.4 Explain the importance of the explorations west of the Mississippi River. [. . . Meriwether Lewis and William Clark, Zebulon Pike, John Frémont, the Mormon migration, the Forty-niners, the Oregon Trail.]

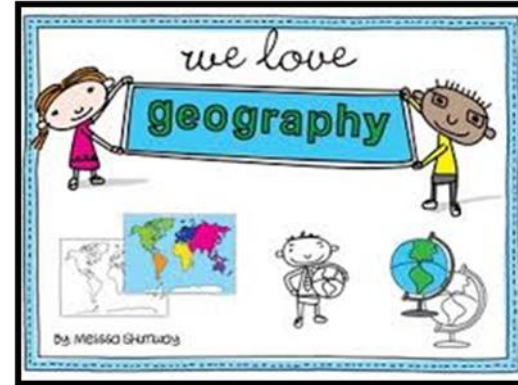
SS.5.A.6.5 Identify the causes and effects of the War of 1812. [. . .nationalism, neutrality in trade, impressment, border forts.]

SS.5.A.6.6 Explain how westward expansion affected Native Americans. [. . . Trail of Tears, Indian Removal Act.]

SS.5.A.6.7 Discuss the concept of Manifest Destiny.

SS.5.A.6.8 Describe the causes and effects of the Missouri Compromise.

SS.5.A.6.9 Describe the hardships of settlers along the overland trails to the west. [. . . location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.]



Strand: **GEOGRAPHY**

Standard 1: **The World in Spatial Terms**

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools. [. . . maps, globes, Geographic Information Systems (GIS).]

SS.5.G.1.2 Use latitude and longitude to locate places.

SS.5.G.1.3 Identify major United States physical features on a map of North America. [. . . Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.]

SS.5.G.1.4 Construct maps, charts, and graphs to display geographic information.

SS.5.G.1.5 Identify and locate the original thirteen colonies on a map of North America.

SS.5.G.1.6 Locate and identify states, capitals, and United States Territories on a map.

Standard 2: **Places and Regions**

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.

Standard 3: **Environment and Society**

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.[. . . the harsh winter in Jamestown.]

Standard 4: **Uses of Geography**

SS.5.G.4.1 Use geographic knowledge and skills when discussing current events. [. . . recognizing patterns, mapping, graphing.]

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.

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Strand: **ECONOMICS**

Standard 1: Market Economy

SS.5.E.1.1 Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. [. . . Triangular Trade, tobacco.]

SS.5.E.1.2 Describe a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

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. [. . . Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.]

Standard 2: The International Economy

SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

EEs

ELA.K.12.EE.1.1 – Cite evidence and justify reasoning.

ELA.K.12.EE.2.1 – Read and comprehend grade-level complex texts proficiently.

ELA.K.12.EE.3.1 – Make inferences to support comprehension.

ELA.K.12.EE.4.1 – Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K.12.EE.5.1 – Use the accepted rules governing a specific format to create quality work.

ELA.K.12.EE.6.1 – Use appropriate tone and voice when speaking or writing.

ELD.K.12.ELL.SI.1 – English language learners communicate for social and instructional purposes within the school setting.

ELD.K.12.ELL.SS.1 – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.1.C.2.4 – Recognize health consequences for not following rules.

Clarifications: Injuries, arguments, hurt feelings, and pollution.

MTRs

MA.K.12.MTR.1.1 – Actively participate in effortful learning both individually and collectively.

MA.K.12.MTR.2.1 – Demonstrate understanding by representing problems in multiple ways.

MA.K.12.MTR.3.1 – Complete tasks with mathematical fluency.

MA.K.12.MTR.4.1 – Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K.12.MTR.5.1 – Use patterns and structure to help understand and connect mathematical concepts.

MA.K.12.MTR.6.1 – Assess the reasonableness of solutions.

MA.K.12.MTR.7.1 – Apply mathematics to real-world contexts.

WIDA

Standard 5 – Language of Social Studies (LoSS)

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Strand: **CIVICS AND GOVERNMENT**

Standard 1: Foundations of Government, Law, and the American Political System

SS.5.C.1.1 Explain how and why the United States government was created.

SS.5.C.1.2 Define a constitution and discuss its purposes.

SS.5.C.1.3 Explain the definition and origin of rights. [. . . John Locke's state of nature philosophy, natural rights: rights to life, liberty, property.]

SS.5.C.1.4 Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.

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.

SS.5.C.1.6 Compare Federalist and Anti-Federalist views of government.

Standard 2: Civic and Political Participation

SS.5.C.2.1 Differentiate political ideas of Patriots, Loyalists, and "undecided's" during the American Revolution.

SS.5.C.2.2 Compare forms of political participation in the colonial period to today. [. . . who participated and how they participated.]

SS.5.C.2.3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.

SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy. [. . . respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting.]

SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. [. . . running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues].

Standard 3: Structure and Functions of Government

SS.5.C.3.1 Describe the organizational structure and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.

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.

SS.5.C.3.3 Give examples of powers granted to the federal government and those reserved for the states. [. . . coining money, declaring war, creating public schools, making traffic laws.]

SS.5.C.3.4 Describe the amendment process as defined in Article V of the Constitution and give examples. [. . . the Bill of Rights, 26th Amendment.]

SS.5.C.3.5 Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.

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.