

Social Studies Grade-Level Expectations: Grade 5 Color Coded

Geography

The World in Spatial Terms

1. Describe the characteristics, functions, and applications of various types of maps (G-1A-M1)
2. Compare the uses of different types of maps, including two different types of maps of the same area (G-1A-M1)
3. Interpret a map, using a map key/legend and symbols, distance scale, compass rose, cardinal or intermediate directions, and latitude and longitude (G-1A-M2)
4. Locate major landforms and geographic features, places, and bodies of water/waterways on a map of the United States (G-1A-M2)
5. Translate a mental map into sketch form to illustrate relative location, size, and distances between places (G-1A-M3)

Places and Regions

6. Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements (G-1B-M1)
7. Identify ways in which location and physical features influence the development or life in a region of the United States (e.g., effects of natural barriers) (G-1B-M2)
8. Identify physical or other criteria used to define regions and apply criteria to distinguish one region from another in the United States (G-1B-M3)
9. Explain ways in which goals, cultures, interests, inventions, and technological advances affected perceptions and uses of places or regions in Colonial America (G-1B-M4)

Physical and Human Systems

10. Describe the influence of location and physical setting on the founding of the original thirteen colonies (G-1C-M3)
11. Explain the reasons why Europeans chose to explore and colonize the world (G-1C-M4)
12. Describe the economic interdependence among the thirteen American colonies (G-1C-M6)
13. Explain how geographic differences and similarities among the thirteen American colonies contributed to political cooperation and conflict (G-1C-M7)

Environment and Society

14. Describe the impact of human action on the physical environment of early America (G-1D-M1)
15. Explain and give examples of how Native Americans and Europeans adapted to living in a particular North American physical environment (G-1D-M2)
16. Identify the natural resources used by people in the United States (G-1D-M3)

Civics

Structure and Purposes of Government

17. Compare aspects of American colonial government (e.g., local, colonial governors, role of the British parliament and Crown) to present-day U.S. local, state, and national government (C-1A-M5)

Economics

Fundamental Economic Concepts

18. Describe economic activities within and among American Indian cultures prior to contact with Europeans (E-1A-M9)
19. Use economic concepts (e.g., supply and demand, scarcity, interdependence) to identify the economic motivations for European exploration and settlement in the Americas (E-1A-M9)

History

Historical Thinking Skills

20. Construct a timeline of key events in American history (beginnings to 1763) (H-1A-M1)
21. Demonstrate an understanding of relative and absolute chronology by interpreting data presented in a timeline (H-1A-M1)
22. Identify different points of view about key events in early American history (H-1A-M2)
23. Identify the causes, effects, or impact of a given event in early American history (H-1A-M3)
24. Use both a primary and secondary source to describe key events or issues in early American history (H-1A-M4)
25. Identify historical issues or problems in early America and explain how they were addressed (H-1A-M5)
26. Conduct historical research using a variety of resources to answer historical questions related to early American history (H-1A-M6)

United States History

27. Identify and describe indigenous cultures and groups that existed in the Americas at the beginning of European exploration (H-1B-M1)
28. Describe the trade that connected the Americas, Western Europe, and Western Africa prior to 1620, including the origins of the West Africa-European trade connection (H-1B-M1)
29. Compare and contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492 (H-1B-M1)
30. Explain that cultures change through cultural diffusion, invention, and innovation (H-1B-M2)
31. Describe major early explorations and explorers and their reasons for exploration (H-1B-M2)
32. Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples (H-1B-M2)
33. Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, and economic impact on Europe, the Americas, and West Africa (H-1B-M2)
34. Describe the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century (H-1B-M3)
35. Explain the societal impact of the immersion of Africans in the Americas (H-1B-M3)
36. Identify instances of both cooperation and conflict between Indians and European settlers (H-1B-M3)
37. Describe and compare the various religious groups in colonial America and the role of religion in colonial communities (H-1B-M4)

38. Describe the political, social, and economic organization and structure of the thirteen British colonies that became the United States (H-1B-M5)
39. Describe reflections of European culture, politics, and institutions in American life (H-1B-M5)
40. Explain why some colonists felt loyal to England due to their cultural, political, and economic ties to their homeland (H-1B-M5)

World History

41. Describe the origins, characteristics, and expansion of ancient American empires (e.g., Inca, Maya) and complex societies in the Americas (e.g., Aztec) (H-1C-M13)

Geography – 50% of iLEAP (GLE #s: 1 – 16)

Civics – 0% of iLEAP (GLE #s: 17)

Economics – 0% of iLEAP (GLE #s: 18 – 19)

History – 50% of iLEAP (GLE #s: 20 – 41)