

Grade Five – U.S. History Pre-Columbian to the Present

The standards for grade five emphasize the history of the United States from Pre-Columbian times to the present. The ten themes of social studies still provide the basis of instruction. Students use a variety of sources of historical information to explore the historical development of the United States. Students study important U.S. documents to include treaties, the Constitution, Bill of Rights, Civil Rights legislation and federal regulations. The roles of the various branches of government are defined, and students have the opportunity to examine how science and technology influence government. Students participate in simulations, debates and projects as part of the learning experience. Comparisons among the U.S. and other countries provide students the experience of identifying commonalities and differences among cultures. Emphasis is placed on identifying the contributions that all people have made to American history.

Skills:

- Select an appropriate strategy from alternative courses of action, predict consequences, and determine a rational course of action
- Make a decision based on the data with information gathered from a database
- Use appropriate sources (glossary, dictionary, text, word lists) to gain meaning of essential terms and vocabulary
- Gather information and summarize on issues that affect society
- Use graphic tools to organize and summarize key ideas related to a topic
- Create a multimedia report using text, graphics, color, sound, special effects and/or animation.

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Discuss the value of participation in community organizations.
- b. Demonstrate that different situations call for different forms of action.
- c. Give examples of citizens' rights and responsibilities.
- d. Locate, access, and organize information to draw conclusions, form hypotheses, make judgments and form opinions to solve community issues.
- e. Explain the key ideals of a democratic form of government.
- f. Participate as a responsible and involved citizen.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Evaluate the cause and effects of immigration and migration.
- b. Compare commonalities and differences among cultures.

- c. Describe alternatives and analyze historical alternatives for dealing with social tensions and issues.
- d. Identify the contributions of people of various racial, ethnic, and religious groups to the United States.
- e. Analyze the impact of slavery and discrimination on the development of the nation.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Trace changes over time in the history of the United States and identify reasons for the change.
- b. Explain when, where, and why groups of people colonized and settled in the United States.
- c. Describe the changing concept of freedom in the historical development of the United States.
- d. Identify factors which transform the development of the United States (e.g., agricultural, industrial, informational) economy.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Summarize how geography and location affect historical events.
- b. Use maps, globes, charts, graphs, technology, geographic tools, maps, and symbols to gather and interpret data and to draw conclusions about American regions.
- c. Discuss the geography of an area in terms of location, human-environmental interaction, place, movement, and region.
- d. Summarize the relationship between physical features, natural resources, and land use.
- e. Describe how people in the United States adapted and modified their environment.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Analyze how a person's connection to a geographic place influences attributes, perceptions, values, and beliefs and molds personal identity.
- b. Discuss how social, racial, cultural, economic, and religious status influence an individual.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Explain the need for social institutions in providing safety, security, and order.
- b. Describe how groups and institutions promote the common good.
- c. Identify how reform movement affect existing values to all members of society through institutions and practices.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Define barter, mercantilism, tariff, national debt, taxation, duties, and credit.
- b. Describe how inventions have influenced the development of United States economy.
- c. Identify the impact of consumerism on the United States economy.
- d. Apply the concept of supply and demand to a historical event.

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Explain how and why laws and governments have changed.
- b. Distinguish the differences among privileges, obligations, rights and duties.
- c. Define legislation, executive, and judicial functions at the national level.
- d. Identify key leaders of the national government in a given historical period.

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Describe how science and technology influence the economy and government.
- b. Predict problems that arise when scientific advancements and social standards or mores come into conflict.
- c. Explain the need for laws and policies to regulate scientific and technological applications.

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain how language, art, music, literature, belief, systems, and other cultural elements can both connect people and cause misunderstandings.
- b. Identify factors that contribute to cooperation among societies.
- c. Explore global issues. (e.g. such as health, security, resource allocation, economic development, and environmental quality).