**5th Grade Social Studies Standards**

**Standard 1: Skills and Resources**

**SST-05.1.01**Interpret and compare maps of the United States (i.e., political, physical, thematic, U.S. Regions, States, and Capitals).

**SST-05.1.02**Identify differences between primary and secondary resources (e.g., maps, charts, line and bar graphs, Internet, atlases, journals, letters, photographs, interviews, periodicals).

**SST-05.1.03**Evaluate current events using print and electronic media (e.g., newspaper, children’s news magazines, television, Internet).

**SST-05.1.04**Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g. how Columbian Exchange impacted local people).

**SST-05.1.05**Use spatial terms to describe the world (i.e., Tropic of Cancer, Tropic of Capricorn, International Dateline, Arctic Circle, Antarctic Circle).

**Standard 2: History**

**SST-05.2.01**Explain the significance of America’s symbols (e.g., Pledge of Allegiance, Statue of Liberty, Liberty Bell, American flag, Star Spangled Banner).

**SST-05.2.02**Use chronological order and sequence to describe cause-and-effect relationships of U.S. historical events (e.g. how Columbian Exchange impacted local people).

**SST-05.2.03**Describe similarities and differences between past events and current events in U.S. history (e.g. in the lives of people from different cultures past and present).

**SST-05.2.04**Explain the significance of scientists, inventors, and historical figures (e.g., Christopher Columbus, Juan Ponce De Leon, Benjamin Franklin, George Washington, Paul Revere, Benjamin Rush, David Rittenhouse, Thomas Paine).

**SST-05.2.05**Describe the migration patterns of people from Asia to the Americas during the Ice Age (e.g., regional patterns, migration and settlement of the first Americans in the Western Hemisphere).

**SST-05.2.06**Explain how regional Native American groups influenced U.S. history (e.g., historical events, development of the U. S.).

**SST-05.2.07**Explain reasons for early exploration (e.g. search for Northwest passage, “gold, glory, and God", riches, trade).

**SST-05.2.08**Explain reasons for early colonization (e.g., religious freedom, economic opportunity).

**SST-05.2.09**Explain how conflicts and cooperation between the Native Americans and Europeans (e.g., French and Indian Wars, trade).

**SST-05.2.10**Describe the daily lives of people from different social groups influenced colonial events(e.g., large landowners, farmers, artisans, women, slaves) in colonial America.

**SST-05.2.11**Identify the reasons (e.g., Boston Tea Party, the Stamp Act, English Laws) for conflict between England and the American colonies and the key people (e.g., George Washington, King George III, John Adams, Paul Revere) involved.

**SST-05.2.12**Analyze the events and consequences of the Revolutionary War (e.g. Lexington, Concord, Bunker Hill, Benedict Arnold, Valley Forge).

**Standard 3: Economics**

**SST-05.3.01**Describe how various non-economic factors (e.g., culture, values, interests) can influence economic behaviors and decision making.

**SST-05.3.02**Explain the relationships between scarcity and resources (e.g., home building materials, food, clothing, hunting).

**SST-05.3.03**Describe the concept of competition and its relationship to price (e.g., market based economy).

**SST-05.3.04**Describe the basic concepts of imports, exports, and international trade.

**Standard 4: Political Systems**

**SST-05.4.01**Identify the roles, rights, and responsibilities of U.S. citizens in a democratic society(e.g. the responsibility to pay taxes, the responsibility to sit on a jury).

**SST-05.4.02**Identify the duties of the executive, judicial, and legislative branches of the Federal government (e.g., checks and balances).

**SST-05.4.03**Identify the purpose and importance behind documents leading up to the writing of the United States Constitution and the Bill of Rights (e.g., Magna Carta, English common law, English Bill of Rights, Declaration of Independence, Articles of Confederation).

**SST-05.4.04**Explain why the United States government is necessary (e.g., government helps secure people’s lives, liberty, and property through law and military protection; groups can accomplish things collectively that individuals cannot).

**Standard 5: Geography**

**SST-05.5.01**Explain the impact of climate, geography, and available resources on the daily lives of Native Americans (e.g., dwellings, clothes, food and crops, technology, tools, cultural traditions).

**SST-05.5.02**Explain the impact of geography on western exploration and westward migration in the early nineteenth century (e.g., Northwest passage, colonization, Appalachian Mountains).

**SST-05.5.03**Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources).

**Standard 6: Human Development**

**SST-05.6.01**Identify examples of conflict (e.g. slavery, war, gender roles) and cooperation (e.g. settlements) that occurred among cultures (e.g. gender, ethnic groups, religious groups, immigrant groups, socio-economic status).

**SST-05.6.02**Explain the cultural differences (e.g., traditions, celebrations, food) in the regions of the United States today.