

Grade Five

American History

Students study the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Concepts and Skills:

History and Geography

1. Identify different ways of dating historical narratives (*17th century, seventeenth century, 1600s, colonial period*). (H)
2. Interpret timelines of events studied. (H)
3. Observe and identify details in cartoons, photographs, charts, and graphs relating to an historical narrative. (H, E, C)
4. Use maps and globes to identify absolute locations (latitude and longitude). (G)
5. Identify the location of the North and South Poles, the equator, the prime meridian, Northern, Southern, Eastern, and Western Hemispheres. (G)
6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change. (G, H, E)
7. Compare maps of the modern world with historical maps of the world before the Age of Exploration, and describe the changes in 16th and 17th century maps of the world. (G, H, E)

Civics and Government

8. Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county, and municipal*. (C)
9. Give examples of the responsibilities and powers associated with major federal and state officials (e.g., the President, chief justice of the U.S. Supreme Court, governor, state senators, and state representatives). (C)
10. Explain the structure of the student's city or town government. (C)

Economics

11. Give examples of the ways people save their money and explain the advantages and disadvantages of each. (E)
12. Define what an entrepreneur is (a person who has started a business seeking a profit) and give examples from colonial history of an entrepreneur (e.g., Peter Faneuil and Benjamin Franklin). (E)
13. Define profit and describe how profit is an incentive for entrepreneurs. (E)
14. Give examples of how changes in supply and demand affected prices in colonial history (e.g., fur, lumber, fish, and meat). (E, H)