



Social Studies Standard Catalina Foothills School District Grade 5

Fifth graders study American history from nineteenth century Westward expansion through the Civil War and Reconstruction. The exchanges, alliances, and conflicts among and between different cultures, and the effects these had on the development of America are emphasized. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. The idea of democracy is explored through the study of citizens' rights, responsibilities, and participation in the political process. Students use and apply geographic tools to analyze and evaluate the evolution of cultures in the United States. They analyze the significance of people, places, documents, ideas, and events in their correct historical period. Fifth graders apply critical thinking and research skills by using maps, charts, graphs, text and other data from a variety of credible sources. They predict events, anticipate outcomes, and make connections to their personal lives.

| 1. Cultural Diversity and Interactions | |
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| SS5.1.1 | Describes the effect of exchanges, alliances, and conflicts among and between cultures during the period of Westward Expansion in the United States (<i>required: Native Americans, European settlers, Asian immigrants, African Americans, Hispanic immigrants</i>). |
| SS5.1.2 | Uses various cultural elements (<i>for example: elements from Universals of Culture</i>) to describe how principles/goals, customs, and beliefs of settlements were shaped in North America (<i>for example: Asians in California, Hispanics in Southwest, Germans in Midwest</i>) during Westward Expansion (<i>for example: collect photographs and information about architecture, street names, political boundaries or city governments in western cities such as San Francisco or Seattle</i>). |
| 2. Spatial Thinking and Use of Charts, Maps, and Graphs | |
| SS5.2.1 | Interprets information from a variety of maps (<i>required: contour, population density, natural resource, historical</i>). |
| SS5.2.2 | Locates features in the world (<i>required: continents, waterways, mountain ranges, cities</i>) using latitude and longitude. |
| SS5.2.3 | Uses physical and human features of maps (<i>required: swamp, peninsula, province, cape, tree line</i>) to describe the United States and the world. |
| 3. Reciprocal Impact of Geography on People and Events | |
| SS5.3.1 | Uses geographic knowledge and skills when discussing current events/issues. |
| SS5.3.2 | Explains why and how boundaries change. |
| 4. Economic Philosophies and Systems | |
| SS5.4.1 | Describes how specialization (<i>for example: division of labor</i>) improved standards of living and influenced the economic development of Pre-Civil War North and South. |
| SS5.4.2 | Explains how trade promoted economic growth throughout U.S. history. |
| 5. Economic Decision-Making and Personal Finance | |
| SS5.5.1 | Describes the function of banks in providing checking accounts, savings accounts, and loans. |
| SS5.5.2 | Explains how cash, checks, money orders, debit cards, and credit cards are used to purchase goods and services. |
| 6. Rights, Responsibilities, and Participation in the Political Process | |
| SS5.6.1 | Describes the character traits that are important to the preservation and improvement of constitutional democracy in the United States (<i>for example: [CFSD] integrity, respect, justice/fairness, responsibility, compassion, citizenship</i>). |

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| SS5.6.2 | Describes the importance of citizens being actively involved in the democratic process (<i>for example: analyzing issues, petitioning, public officials; discuss/compare participation in the development of new state governments in the South during Reconstruction by different groups such as retired confederate soldiers, newly-freed slaves, Northern “scalawags” and former plantation owners</i>). |
| 7. Government Symbols, Structures, Laws, and Documents | |
| SS5.7.1 | Compares the arguments for states’ rights versus the power of the federal government. |
| SS5.7.2 | Describes the significance of Amendments 13-15 and the Emancipation Proclamation. |
| 8. Individuals, Groups, and Events that Shaped History | |
| SS5.8.1 | Describes the role of significant individuals and events of Westward expansion in the United States (<i>required: Thomas Jefferson-Louisiana Purchase, Lewis and Clark, James Madison-War of 1812, James Monroe-The Monroe Doctrine, Andrew Jackson-Nationalism and Sectionalism, Trail of Tears, James Polk-Mexican-American War, discovery of gold in California, Manifest Destiny</i>). |
| SS5.8.2 | Describes factors leading to the Civil War (<i>required: slavery/abolitionist movement/Dred Scott Decision, sectionalism between North and South, Westward expansion</i>). |
| SS5.8.3 | Describes the role of significant individuals (<i>required: Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Frederick Douglass, Harriet Beecher Stowe</i>) and events, including major battles (<i>required: firing on Ft. Sumter, Sherman’s march, surrender at Appomattox, Emancipation Proclamation</i>), of the Civil War. |
| 9. Patterns of Change Over Time | |
| SS5.9.1 | Describes the impact of Westward expansion on native populations. |
| SS5.9.2 | Describes the impact of significant people, events, and movements of the Reconstruction (<i>required: Lincoln’s assassination, Ku Klux Klan, Black Codes, Jim Crow Laws, Freedmen’s Bureau, the rise of tenant farming, Andrew Johnson</i>). |
| 10. Current Events/Issues and the Modern World | |
| SS5.10.1 | Makes explicit connections between current and historical events/issues on a local, national, and global level (<i>for example: American Civil War-current civil war</i>). |
| 11. Critical Thinking and Problem Solving | |
| SS5.11.1 | Explains cause and effect relationships in historical events. |
| SS5.11.2 | Analyzes multiple perspectives on an issue by examining the reasons, errors, or logic behind them (<i>for example: Westward expansion, Civil War</i>). |
| SS5.11.3 | Examines historical events, problems or issues by analyzing the parts of a system (<i>for example: Westward expansion, Civil War; see 21st century learning rubric on Systems Thinking</i>). |
| 12. Research Skills for History | |
| SS5.12.1 | Interprets historical data from graphs, tables, charts, maps, and timelines (<i>required: B.C.E. and B.C.; C.E. and A.D.</i>). |
| SS5.12.2 | Constructs timelines of historical eras. |
| SS5.12.3 | Locates and/or gathers information about a topic/idea using a variety of text and electronic sources (<i>for example: visual media, encyclopedias, websites, video, magazines, atlases, almanacs, databases</i>). |