



Fifth Grade  
Curriculum Standards

## **READING STANDARDS FOR LITERATURE**

### **Key Ideas and Details**

- 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### **Craft and Structure**

- 4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- 6: Describe how a narrator's or speaker's point of view influences how events are described.

### **Integration of Knowledge and Ideas**

- 7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- 8: N/A
- 9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### **Range of Reading and Level of Text Complexity**

- 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT**

### **Key Ideas and Details**

- 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### **Craft and Structure**

- 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### **Integration of Knowledge and Ideas**

- 7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- 9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**READING STANDARDS FOR INFORMATIONAL TEXT (cont.)****Range of Reading and Level of Text Complexity**

10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

**READING STANDARDS: FOUNDATIONAL SKILLS****Phonics and Word Recognition**

3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**Fluency**

4: Read with sufficient accuracy and fluency to support comprehension.

- a: Read on-level text with purpose and understanding.
- b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**WRITING STANDARDS****Text Types and Purposes**

1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- b: Provide logically ordered reasons that are supported by facts and details.
- c: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d: Provide a concluding statement or section related to the opinion presented.

2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c: Link ideas within categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e: Provide a concluding statement or section related to the information or explanation presented.

3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c: Use a variety of transitional words, phrases and clauses to manage the sequence of events.
- d: Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e: Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

- 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Research to Build and Present Knowledge**

- 7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 8: Recall relevant information from experiences or gather relevant information from print and digital sources; Summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a: Apply *grade 5 Reading standards* to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact).
  - b: Apply *grade 5 Reading standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points).

**Range of Writing**

- 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING STANDARDS****Comprehension and Collaboration**

- 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
  - a: Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b: Follow agreed-upon rules for discussions and carry out assigned roles.
  - c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- 2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

- 4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**LANGUAGE STANDARDS****Conventions of Standard English**

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b: Form and use the perfect verb tenses (e.g., *I had walked; I have walked; I will have walked*).
  - c: Use verb tenses to convey various times, sequences, states, and conditions.
  - d: Recognize and correct inappropriate shifts in verb tense.
  - e: Use correlative conjunctions (e.g., *either/or, neither/nor*).
- 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a: Use punctuation to separate items in a series.
  - b: Use a comma to separate an introductory element from the rest of the sentence.
  - c: Use a comma to set off the words *yes and no* (e.g. *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
  - d: Use underlining, quotation marks, or italics to indicate titles of works.
  - e: Spell grade-appropriate words correctly, consulting references as needed.

**Knowledge of Language**

- 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - b: Compare and contrast the varieties of English (e.g., dialects, registers) use in stories, dramas, or poems.

**Vocabulary Acquisition and Use**

- 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
  - a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  - c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a: Interpret figurative language, including similes and metaphors, in context.
  - b: Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**MATHEMATICS****OPERATIONS AND ALGEBRAIC THINKING****Write and interpret numerical expressions.**

- 1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *Ex. Express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

**Analyze patterns and relationships.**

- 3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *Ex. Given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain why this is so.*

**NUMBER AND OPERATIONS IN BASE TEN****Understand the place value system.**

- 1: Recognize that in a multi-digit whole number, a digit in one place represents ten times as much as it represents in the place to its right and  $1/10$  of what it represents in the place to its left.
- 2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 3: Read, write, and compare decimals to thousandths.
  - a: Read and write decimals to thousandths using base-ten numerals, number names, and expanded form (e.g.,  $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ ).
  - b: Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $+$ , and  $<$  symbols to record the results of comparisons.
- 4: Use place value understanding to round decimals to any place.

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**

- 5: Fluently multiply multi-digit whole numbers using the standard algorithm.
- 6: Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**NUMBER AND OPERATIONS - FRACTIONS****Use equivalent fractions as a strategy to add and subtract fractions.**

- 1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *Ex.  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ .*
- 2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *Ex. Recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .*

**NUMBER AND OPERATIONS – FRACTIONS (cont.)****Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

- 3: Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or missed numbers (e.g., by using visual fraction models or equations to represent the problem). *Ex. Interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
- 4: Apply and extend previous understandings of multiplication to multiply a fraction or a whole number by a fraction.
- a: Interpret the product  $(a/b) \times q$  as  $a$  parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *Ex. Use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ .*
- b: Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5: Interpret multiplication as scaling (resizing), by:
- a: Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- b: Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.
- 6: Solve real world problems involving multiplication of fractions and mixed numbers (e.g., by using visual fraction models or equations to represent the problem).
- 7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.
- a: Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *Ex. Create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .*
- b: Interpret division of a whole number by a unit fraction, and compute such quotients. *Ex. Create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .*
- c: Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions (e.g., by using visual fraction models and equations to represent the problem). *Ex. How much chocolate will each person get if 3 people share  $1/2$  lb. of chocolate equally? How many  $1/3$  cup servings are in 2 cups of raisins?*

**MEASUREMENT AND DATA****Convert like measurement units within a given measurement system.**

- 1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

**Represent and interpret data.**

- 2: Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *Ex. Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*

**MEASUREMENT AND DATA (cont.)****Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

- 3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
  - a: A cube with side length 1 unit, called a “unit cube”, is said to have “one cubic unit” of volume, and can be used to measure volume.
  - b: A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units.
- 4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
- 5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
  - a: Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes (e.g., to present the associative property of multiplication).
  - b: Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
  - c: Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**GEOMETRY****Graph points on the coordinate plane to solve real-world and mathematical problems.**

- 1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
- 2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**Classify two-dimensional figures into categories based on their properties.**

- 3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *Ex. All rectangles have four right angles and squares are rectangles, so all squares have four right angles.*
- 4: Classify two-dimensional figures in a hierarchy based on properties.

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



**SCIENCE****INQUIRY PROCESS****Observations, Questions, and Hypotheses**

Formulate a relevant question through observations that can be tested by an investigation.

Formulate predictions in the realm of science based on observed cause and effect relationships.

Locate information (e.g., book, article, website) related to an investigation.

**Scientific Testing**

Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

Plan a simple investigation that identifies the variables to be controlled.

Conduct simple investigations (e.g., related to forces and motion, earth processes) based on student-developed questions in life, physical, and earth and space sciences.

Measure using appropriate tools (e.g., ruler, scale, balance) and units of measure (i.e., metric, U.S. customary).

Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).

**Analysis and Conclusions**

Analyze data obtained in a scientific investigation to identify trends and form conclusions.

Analyze whether the data is consistent with the proposed explanation that motivated the investigation.

Evaluate the reasonableness of the outcome of an investigation.

Develop new investigations and predictions based on questions that arise from the findings of an investigation.

Identify possible relationships between variables in simple investigations (e.g., time and distance, incline and mass of object).

**Communication**

Communicate verbally or in writing the results of an inquiry.

Choose an appropriate graphic representation for collected data: bar graph, line graph, Venn diagram, model.

Communicate with other groups or individuals to compare the results of a common investigation.

**HISTORY AND NATURE OF SCIENCE****History of Science as a Human Endeavor**

Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Percy Lavon Julian [scientist], Niels Bohr [scientist], Edwin Hubble [scientist]).

**Nature of Scientific Knowledge**

Provide examples that support the premise that science is an ongoing process that changes in response to new information and discoveries (e.g., space exploration, medical advances).

Explain the cycle by which new scientific knowledge generates new scientific inquiry.

Describe how scientific knowledge is subject to modification and/or change as new information/technology challenges prevailing theories.

Compare collaborative approaches that scientists use for investigations (e.g., teams, individual with peer review).

Describe qualities of the scientists' habit of mind (e.g., openness, skepticism, integrity, tolerance).

**SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES****Changes in Environments**

Explain the impacts of natural hazards on habitats (e.g., global warming, floods, asteroid or large meteor impacts).

Propose a solution, resource, or product that addresses a specific human, animal, or habitat need.

Evaluate the possible strengths and weaknesses of a proposed solution to a specific problem relevant to human, animal, or habitat need.



**SOCIAL STUDIES****AMERICAN HISTORY****Research Skills for History**

Use the following to interpret historical data:

Timelines – B.C.E. and BC; C.E. and A.D.

Graphs, tables, charts, and maps

Construct timelines of the historical eras being studied (e.g., presidents/world leaders, key events, people).

Describe the difference between primary and secondary sources.

Locate information using both primary and secondary sources.

Describe how archaeological research adds to our understanding of the past.

**Exploration and Colonization**

Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.

Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.

Explain the reasons (e.g., religious freedom, desire for land, economic opportunity, a new life) for colonization of America.

Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.

Describe the geography, cultures and economics of the Southern, Middle Atlantic, and New England Colonies.

Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were important to the colonization of America.

Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.

Describe the causes and effects of triangular trade.

**Revolution and New Nation**

Describe the significance of the following events leading to the American Revolution: French and Indian War, Proclamation of 1763, Tea Act, Stamp Act, Boston Massacre, Intolerable Acts.

Describe the significance of the following events in the Revolutionary War: Declaration of Independence, the battles of Lexington and Concord, Saratoga; aid from France, surrender at Yorktown.

Identify the impact of the following individuals on the Revolutionary War: Benjamin Franklin, Thomas Jefferson, George Washington, Patrick Henry, Thomas Paine, King George III.

Describe how one nation evolved from thirteen colonies through the following events: Constitutional Convention, George Washington's presidency, creation of political parties.

**Westward Expansion**

Describe the following events of 19<sup>th</sup> century presidencies of:

Thomas Jefferson – Louisiana Purchase; explorations of 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.

Describe the different perspectives (e.g., Native Americans, settler, Spanish, the U.S. government, prospectors) of Manifest Destiny.

Identify major westward migration routes of the 19<sup>th</sup> Century.

Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.

Describe the following individuals' role in the reform movement before the Civil War: Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth.

**AMERICAN HISTORY (cont.)****Civil War and Reconstruction**

Describe factors leading to the Civil War:

- Role of abolitionists and Underground Railroad
- Sectionalism between North and South
- Westward expansion

Identify the reasons why the following were important events of the Civil War: firing on Ft. Sumter, major battles, delivery of the Emancipation Proclamation, surrender at Appomattox.

**Contemporary United States**

Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Discuss the connections between current and historical events and issues from content studied in the American History Strand using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**WORLD HISTORY****Research Skills for History**

Use the following to interpret historical data: timelines – B.C.E. and B.C.; C.E. and A.D.; graphs, tables, charts, and maps.

Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).

Describe the difference between primary and secondary sources.

Locate information using primary and secondary sources.

Describe how archaeological research adds to our understanding of the past.

**Encounters and Exchange**

Describe the following effects of European exploration, trade, and colonization on other parts of the world:

- Sea routes to Asia
- Colonies established and settled
- Increased power of European countries
- Trade established between Europe, Africa, and Americas
- Introduction of disease and the resulting population decline of Indigenous people.
- Triangular trade.

Describe ways in which Spain, France and England competed for power.

**Age of Revolution**

Explain the rationale and characteristics of rebellion.

Explain the impact that revolution has on a society.

Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).

Compare the outcomes of the American Revolutions to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).

Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the connections between current events and historical events and issued from content studied in the World History Strand .

**CIVICS/GOVERNMENT****Foundations of Government**

Identify the democratic principles and ideal associated with the following documents: Mayflower Compact, Declaration of Independence, Articles of Confederation, United States Constitution, Bill of Rights.

Recognize the contributions and roles of the following individuals in creating the American government:

John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison,  
John Marshall, George Washington.

Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights.

**Structure of Government**

Describe the role of town meetings and representative assemblies in colonial government.

Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.

**Functions of Government**

Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.

Identify the process by which a bill becomes a law.

Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.

Explain the significance of the Dred Scott Decision.

Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).

**Rights, Responsibilities, and Roles of Citizenship**

Describe ways an individual can contribute to a school of community.

Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States).

Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).

**Government Systems of the World**

Describe the characteristics of a monarchy and a republic.

**GEOGRAPHY****The World in Spatial Terms**

Interpret information from a variety of maps: contour, population density, natural resource, historical maps.

Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.

Identify the location of significant geographic features from content studied on a physical or political map.

Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.

Identify each state on a U.S. map.

Construct maps, charts, and graphs to display geographic information.

**Places and Regions**

Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:

Three American colonial regions

West, Midwest, Northeast, Southeast, Southwest

North and South during the Civil War

Describe the geographic characteristics of a state in the United States with the assistance of maps, the Internet, atlases, and other reference materials.

**GEOGRAPHY (cont.)****Human Systems**

Explain how and why boundaries change (e.g., Westward Expansion, Civil War, Mexican-American War).  
Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.

**Environment and Society**

Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.  
Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.

**Geographic Applications**

Describe how geographic features influenced events in the past in the Original Thirteen colonies, the Great Plains, the Pacific Northwest and the West.

Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).

**ECONOMICS****Foundations of Economics**

Identify the opportunity costs (i.e. separation from family, indentured service) associated with expeditions to the New World.

Describe how specialization (e.g., division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.

Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.

Interpret how trade promoted economic growth throughout U.S. history.

**Microeconomics**

Explain how price incentives affect peoples' behavior and choice, such as colonial decisions about what crops to grow and which products to produce.

Describe how competition, markets, and prices influence peoples' behavior.

Identify how people earn income by selling their labor to businesses or governments.

Describe ways in which entrepreneurs take risks to develop new goods and services.

Describe the function of private business in producing goods and services.

Discuss the function of banks in providing checking accounts, savings accounts, and loans.

Explain the function of government in providing certain goods and services through taxation.

**Personal Finance**

Explain how the following are used to purchase goods and services: cash, check, money order, debit card, credit card.