

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
<b>1 USHG ERA 1 – BEGINNING TO 1620</b>				
<b>1.1</b>	<b>American Indian Life in the Americas - Describe the life of peoples living in North America before European exploration.</b>			
- U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). ( <i>National Geography Standard 1, p. 144</i> )	Text: “U.S.: Making a New Nation” 4-5, 60-61, 91, 100-101, 202, 229, 255 HPB 14-15		
- U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. ( <i>National Geography Standard 14, p. 171</i> )	76-80, 82-87 HPB 18, 19, 21		
- U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. ( <i>National Geography Standard 11, p. 164, C, E</i> )	62-67, 91 HPB 16, 20		
<b>1.2</b>	<b>European Exploration - Identify the causes and consequences of European exploration and colonization.</b>			
- U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. ( <i>National Geography Standard 1, p. 144, C</i> )	112-113, 118-119, 122, 145 HPB 23, 29		
- U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). ( <i>National Geography Standard 13, p. 169, C, E</i> )	98-99, 110-111, 112-113, 114-115, 116-117, 121, 123, 124, 128-132, 133-134, 135, 140-141, 142-143, 145, 148-152, 170-171, 174-175, 176-177, 179, 183 HPB 23, 24, 25, 29, 30, 31, 32, 39, 40, 41		
<b>1.3</b>	<b>African Life Before the 16<sup>th</sup> Century – Describe the lives of peoples living in western Africa prior to the 16<sup>th</sup> century.</b>			
- U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, Eastern Africa, southern Africa). ( <i>National Geography Standard 1, p. 144</i> )	R 4-5		
- U1.3.2	Describe the life and cultural development of people living in western Africa before the 16 <sup>th</sup>			

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. <i>(National Geography Standard 10, p. 162)</i>			
<b>1.4</b>	<b>Three World Interactions – Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</b>			
- U1.4.1	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. <i>(National Geography Standard 10, p. 162)</i>	98-99, 156, 157, 158, 159, 165, 166-167, 172-173, 179, 183, 186-187, 203-204, 218-219, 221, 229-230, 231 HPB 41, 48		
- U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. <i>(National Geography Standard 12, p. 167, C, E)</i>	67, 74-75, 78, 164, 168-169, 173, 179, 183, 202, 203, 210-211, 221, 229-230, 231, 232-233, 254, 255 HPB 16, 21, 37, 50, 67		
- U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. <i>(National Geography Standard 10, p. 162, C, E)</i>	102-103, 170-171, 172-173, 179, 229-230, 231, 258-259 HPB 39, 41		
- U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. <i>(National Geography Standard 11, p. 164, E)</i>	218-219, 221 HPB 48		
<b>2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585 – 1763)</b>				
<b>2.1</b>	<b>European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.</b>			
- U2.1.1	Describe significant developments in the Southern colonies, including • patterns of settlement and control including the impact of geography (landforms and climate) on settlement <i>(National Geography Standard 12, p. 167)</i>	100-101, 188-189, 255 HPB 61-62, 67  154-158, 179      HPB 33-34		

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	<ul style="list-style-type: none"> <li>• establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>)</li> <li>• development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>)</li> <li>• relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>)</li> <li>• development of slavery</li> </ul>	<p>157, 179, 254, 255, 264-265, 269, 275 HPB 41, 65, 66, 68</p> <p>156, 158, 159, 258-259, 275 HPB 41</p> <p>157-158, 179 HPB 41</p> <p>157, 256, 262-263, 264, 267</p>		
- U2.1.2	<p>Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p. 162</i>)</li> <li>• growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>)</li> <li>• the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>)</li> <li>• religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>)</li> </ul>	<p>100-101, 188-189, 202 HPB 41, 43-44</p> <p>98-99, 165, 166-167, 179, 183, 186-187, 203-204 HPB 41</p> <p>214-215, 216-217, 221 HPB 48, 50</p> <p>202, 210-211, 221 HPB 50</p> <p>200-201, 205 HPB 43-44, 45, 49</p>		
- U2.1.3	Describe significant developments in the Middle Colonies, including			

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	<ul style="list-style-type: none"> <li>• patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>• the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>)</li> <li>• The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>• immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>)</li> </ul>	<p>100-101, 188-189, 229 HPB 52, 58</p> <p>225, 240-245, 249, 279 HPB 55-56, 59</p> <p>172-173, 179, 224-230, 249, 279 HPB 39, 41, 52, 58</p> <p>172-173, 226, 235</p>		
- U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. ( <i>National Geography Standard 12, p. 167</i> )	100-101, 154-158, 162-167, 179, 183, 188-189, 198-204, 202, 221, 224-230, 229, 249, 252-254, 253, 255-256, 275, 279, 284-285 HPB 41, 43-44, 49, 52, 58, 61-62, 67		
<b>2.2</b>	<b>European Slave Trade and Slavery in Colonial America - Analyze the development of the slave system in the Americas and its impact upon the life of Africans.</b>			
- U2.2.1	Describe Triangular Trade including <ul style="list-style-type: none"> <li>• the trade routes</li> <li>• the people and goods that were traded</li> <li>• the Middle Passage</li> <li>• its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>)</li> </ul>	<p>218-219, 221 HPB 48 157, 218-219, 221, 256, 262-263, 270-271, 275 HPB 48, 66, 68</p> <p>218-219, 221 HPB 48 218-219, 262, 267 HPB 48</p>		
- U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. ( <i>National Geography Standard 5, p. 152</i> )	262-263, 264, 265-266		
- U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. ( <i>National</i>	262-263		

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	<i>Geography Standard 10, p. 162)</i>			
<b>2.3</b>	<b>Life in Colonial America - <i>Distinguish among and explain the reasons for regional differences in colonial America.</i></b>			
- U2.3.1	Locate the New England, Middle, and Southern colonies on a map. ( <i>National Geography Standard 3 p. 148)</i>	100-101, 188-189, 202, 229, 255, 284-285		
- U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. ( <i>National Geography Standards 14 and 15; pp. 171 and 173)</i>	185N-O, 206-207, 208-213, 234-239, 249, 254, 262-266, 272-273 HPB 46-47, 50, 53-54, 59, 65, 68		
- U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). ( <i>National Geography Standard 6, p. 154)</i>	185N-O, 186-187, 190-191, 203-204, 206-207, 208-213, 229-230, 231, 234-239, 249, 254, 258-259, 262-266, 264, 272-273, 275 HPB 41, 46-47, 50, 53-54, 59, 65, 68		
- U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	157, 190-191, 256, 262-263, 264, 267		
- U2.3.5	Make generalizations about the reasons for regional differences in colonial America. ( <i>National Geography Standard 6, p. 154)</i>	185N-O, 206-207, 208-213, 216-217, 221, 225, 234-239, 240-245, 249, 254, 262-266, 270-271, 272-273, 275, 279 HPB 46-47, 48, 50, 53-54, 55-56, 59, 65, 66, 68		
<b>3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 – 1800)</b>				
<b>3.1</b>	<b>Causes of the American Revolution - <i>Identify the major political, economic, and ideological reasons for the American Revolution.</i></b>			
- U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. ( <i>National Geography Standard 13 p. 169 C, E)</i>	294-297, 298-299, 302-308, 311, 335, 375 HPB 70, 73, 78, 79, 80		
- U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	299, 302-308, 311, 312, 335, 375 HPB 73, 78, 79, 80		
- U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial	307-308, 311, 312, 325-329 HPB 73, 76, 77, 79		

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).			
- U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	313, 319, 325-329, 330-331 HPB 74, 75, 76, 77, 79, 82-83		
- U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)	325-329 HPB 76, 77, 79 R 23-25		
- U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	282-283, 296, 302-305, 309, 314-315, 316-317, 319, 324-325, 325-329, 335, 374, 375 HPB 73, 76, 79		
- U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	157-158, 164, 168-169, 179, 183, 202, 210-211, 221, 326-327, 375 HPB 37, 41, 50 R 23		
- U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	325-329 HPB 76, 77, 79		
<b>3.2</b>	<b>The American Revolution and Its Consequences - Explain the multi-faceted nature of the American Revolution and its consequences.</b>			
- U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. ( <i>National</i>	347 HPB 85		

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	<i>Geography Standard 4, p. 150, E)</i>			
- U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	348-349, 350, 358-359, 360-361, 371, 375 HPB 82-83, 86, 90		
- U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	282-283, 307, 323, 341, 342, 343, 346, 350-352, 353, 357, 360-361, 371, 375 HPB 82-83, 84, 89, 91		
- U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). ( <i>National Geography Standard 13, p. 169, C</i> )	360-361 HPB 91		
<b>3.3</b>	<b>Creating New Government(s) and a New Constitution - Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.</b>			
- U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	330-331		
- U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). ( <i>National Geography Standard 13, p. 169, C</i> )	330-331, 389, 463 HPB 100		
- U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	384-385, 389, 390-394 HPB 100		
- U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). ( <i>National Geography Standard 9, p. 160, C</i> )	390-394, 405, 423, 463 HPB 92, 100, 102		
- U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	390		
- U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the	390, 407, 415 HPB 101		

### Fifth Grade Social Studies Alignment Record

LCE Code	Expectation	District Resources/Alignment	Vocabulary	Additional Resources
	Constitution (e.g., enumerated and reserved powers). (C) Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)			
- U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	405, 406, 407, 423 HPB 95-96, 101 R 40-41		
- U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	233, 407, 423, 463 HPB 95-96 R 40-41		
<b>UBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT</b>				
<b>3.1</b>	<b>Identifying and Analyzing Public Issues - <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i></b>			
- P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	168-169, 229, 232-233, 407 HPB 38		
- P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	232-233, 303, 407, 519		
- P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on Contemporary constitutional issues in the United States.	232-233, 407, 417, 418, 439, 518, 522-523		
<b>3.3</b>	<b>Persuasive Communication About a Public Issue - <i>Communicate a reasoned position on a public issue.</i></b>			
- P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	91, 281N-O, 459, 513		
<b>4.2</b>	<b>Citizen Involvement - <i>Act constructively to further the public good.</i></b>			
- P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	169, 281N-O, 313, 373, 409, 457, 486 HPB 38		
- P4.2.2	Participate in projects to help or inform others.	169, 281N-O, 313, 373, 409, 457, 486 HPB 38		