California Historical and Social Sciences Content Standards--Grade 5 Perfection Learning Corporation (800) 831-4190

Grade 5	Australia	Brazil	China	Russia	United Kingdom	Midwest	Northeast	Southeast	Southwest	West	Elecitons	Executive Brance	Judicial Branch	Legislative Branch	State and Local Governments	Mt. Rushmore	Star Spangled Banner	Statue of Liberty	Vietnam	Washington DC	Conrad Flrov	Court annuac	Pioneer Pilots of WWI	spies of the American Revolution	Washington War of 1812	Oregon Trail	Immigrants	Civil War	Freedom Machines	Bosses and Workers	China	Egypt	Greece	Rome	Vikings	Ancient Government	Democracy	Fuedalism	Monarchy	Socialism	Canada	India	Japan	Mexico	South Africa	
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River						x	x	x	x	x																																				
1. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils								x		x																																				
2. Describe their varied customs and folklore traditions						х	х	х	х	х																																				
3. Explain their varied economies and systems of government						х	х	х	х	х																																				
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas																																														

1. Describe the entrepreneurial			<u> </u>	T	-		<u> </u>	T T	<u> </u>	<u> </u>	<u> </u>	<u> </u>	1	 			 	-	1		<u> </u>	 <u> </u>	<u> </u>	-		I		<u> </u>	<u> </u>		
characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado)																															
and the technological developments that made sea																															
exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe,																															
seaworthy ships, chronometers, gunpowder)							x																x							x	
 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key 																															
European expeditions and the reasons Europeans chose to																															
explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the																															
Counter Reformation							х	x															x				х	х	>	x	x
3. Trace the routes of the major land explorers of the United States, the distances traveled by																															
explorers, and the Atlantic trade routes that linked Africa, the																															
West Indies, the British colonies, and Europe			х																								х	x			x
4. Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and																															
Russia		х	x												_								x				х	х	_		x
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers																															
1. Describe the competition among				X	Х	Х	Х	Х									>	<)	X				X							-	-
the English, French, Spanish, Dutch, and Indian nations for control of North America				×	x	×	x	×									>	,													
2. Describe the cooperation that existed between the colonists and								^										`						T							
Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).																															
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New				T																											1
England, the Powhatan Wars in Virginia, the French and Indian War).																															

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4. Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).																												
5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux])										x																		
6. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).						x	x x	x	X	x			x											x				
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era																x								x				
1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas				x																								
2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).																												
3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).																												
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion																												

5. Understand how the British																											
colonial period created the basis for																											
the development of political self-																											
government and a free-market																											
economic system and the							1			1																	
differences between the British,																											
Spanish, and French colonial																											
systems																					X						
6. Describe the introduction of			 -								-		 _		 	 			-		^	_		 			
slavery into America, the responses																											
of slave families to their condition,																											
the ongoing struggle between																											
proponents and opponents of																											
slavery, and the gradual																											
institutionalization of slavery in the																											
South																											
50uin					Х												Х										
7. Explain the early democratic										1																	
					1				1														1				
ideas and practices that emerged					1				1			1											1				
during the colonial period, including					1				1														1				
the significance of representative										I																	
assemblies and town meetings									1			1									X						
5.5 Students explain the causes																											
of the American Revolution																											
															Х												
1. Understand how political,																T											
religious, and economic ideas	1						1			I																	1
and interests brought about the																											
Revolution (e.g., resistance to																											
imperial policy, the Stamp Act,																											
the Townshend Acts, taxes on																											
tea, Coercive Acts)															~												
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2. Know the significance of the first																											
and second Continental																											
Congresses and of the Committees																											
of Correspondence																											
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3. Understand the people and							1			1																	
events associated with the drafting					1				1			1											1				
and signing of the Declaration of					1				1														1				
									1			1											1				
Independence and the document's							1			1																	
significance, including the key										I																	
political concepts it embodies, the							1			1																	
origins of those concepts, and its							1			1																	
role in severing ties with Great					1				1														1				
Britain						x	x	lx h	x x			1									x		1				
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4. Describe the views, lives, and					1				1														1				
impact of key individuals during this	1						1			I																	1
period (e.g., King George III, Patrick							1			1																	
Henry, Thomas Jefferson, George							1			1																	
Washington, Benjamin Franklin,					1				1														1				
										1																	
John Adams).														+													
5.6 Students understand the																											
course and consequences of the																											
															x												

1. Identify and map the major	Т							Т		Т			1					Т			Т			Т		
military battles, campaigns, and																										
turning points of the Revolutionary																										
War, the roles of the American and																										
British leaders, and the Indian																										
leaders' alliances on both sides																										
															х											
2. Describe the contributions of		_	_		_						_				 ^				_				_	_	 -	
France and other nations and of																										
individuals to the out-come of the																										
Revolution (e.g., Benjamin																										
Franklin's negotiations with the																										
French, the French navy, the Treaty																										
of Paris, The Netherlands, Russia,																										
the Marquis Marie Joseph de																										
Lafayette, Tadeusz Ko´sciuszko,																										
Baron Friedrich Wilhelm von																										
Steuben).																										
															v											
3. Identify the different roles women		_	-			_	+							$\left \right $	Х				_		 _		_			+ $+$
played during the Revolution (e.g.,													1													
played during the Revolution (e.g.,																										
Abigail Adams, Martha Washington,													1													
Molly Pitcher, Phillis Wheatley,																										
Mercy Otis Warren).										I			1													
															Х											
4. Understand the personal impact																										
and economic hardship of the war																										
on families, problems of financing																										
the war, wartime inflation, and laws																										
against hoarding goods and																										
materials and profiteering																										
															х											
5. Explain how state constitutions															~											
that were established after 1776																										
embodied the ideals of the																										
American Revolution and helped																										
serve as models for the U.S.																										
Constitution																										
			_			_									Х				_		 	X	_		 	
6. Demonstrate knowledge of the																										
significance of land policies																										
developed under the Continental																										
Congress (e.g., sale of western																										
lands, the Northwest Ordinance of																										
1787) and those policies' impact on																										
American Indians' land				Х	Х	Х																				
7. Understand how the ideals set							1		1				1							1 1					1	
forth in the Declaration of													1													
Independence changed the way		1				1				I		1	1				1	1							1	
people viewed slavery		1				1						1	1				1					X				
5.7 Students describe the people																										
and events associated with the																										
development of the U.S.																										
Constitution and analyze the																										
Constitution's significance as the																										
foundation of the American																										
republic																										
									Х													Х				

1. List the shortcomings of the Articles of Confederation as set forth by their critics																						x				
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights																						x				
3. Understand the fundamental principles of American constitutiona democracy, including how the government derives its power from the people and the primacy of individual liberty					×	< ×	()	< >	x													x				
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states								<);	×													x				
5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution	1				×			< ;														x				
6. Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").)	x											~				
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems																x	x	x	x							
1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats																	x	x								

2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).			x	X	x	x	x																		
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont)			x		x		x																		
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).																<									
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest						x	x																		
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.						x	x																		
5.9 Students know the location of the current 50 states and the names of their capitals.			X	X	x	x	x																		