



**Manhattan Beach
Unified School District**

CONTENT STANDARDS

GRADE FIVE

ENGLISH-LANGUAGE ARTS

MATHEMATICS

SCIENCE

HISTORY-SOCIAL SCIENCE

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

GRADE FIVE

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Word Recognition

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (CAHSEE)

Vocabulary and Concept Development

1.2 Use word origins to determine the meaning of unknown words.

1.3 Understand and explain frequently used synonyms, antonyms, and homographs. (CAHSEE)

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).

1.5 Understand and explain the figurative and metaphorical use of words in context.

2.0 Reading Comprehension (Focus on Informational Materials)

Structural Features of Informational Materials

2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

2.2 Analyze text that is organized in sequential or chronological order. (CAHSEE)

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. (CAHSEE)

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

2.5 Distinguish facts, supported inferences, and opinions in text.

3.0 Literary Response and Analysis

Structural Features of Literature

3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Literary Criticism

3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

WRITING

1.0 Writing Strategies

Organization and Focus

1.1 Create multiple-paragraph narrative compositions:

- a. Establish and develop a situation or plot.
- b. Describe the setting.
- c. Present an ending.

1.2 Create multiple-paragraph expository compositions:

- a. Establish a topic, important ideas, or events in sequence or chronological order.
- b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
- c. Offer a concluding paragraph that summarizes important ideas and details.

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS *continued*

GRADE FIVE

WRITING *continued*

1.0 Writing Strategies *continued*

Research and Technology

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| 1.3 | Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. |
| 1.4 | Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks). |
| 1.5 | Use a thesaurus to identify alternative word choices and meanings. |

Evaluation and Revision

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| 1.6 | Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. |
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2.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

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| 2.1 | Write narratives:
a. Establish a plot, point of view, setting, and conflict.
b. Show, rather than tell, the events of the story. |
| 2.2 | Write responses to literature:
a. Demonstrate an understanding of a literary work.
b. Support judgments through references to the text and to prior knowledge.
c. Develop interpretations that exhibit careful reading and understanding. |
| 2.3 | Write research reports about important ideas, issues, or events by using the following guidelines:
a. Frame questions that direct the investigation.
b. Establish a controlling idea or topic.
c. Develop the topic with simple facts, details, examples, and explanations. |
| 2.4 | Write persuasive letters or compositions:
a. State a clear position in support of a proposal.
b. Support a position with relevant evidence.
c. Follow a simple organizational pattern.
d. Address reader concerns. |

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Sentence Structure

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| 1.1 | Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. (CAHSEE) |
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Grammar

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| 1.2 | Identify and correctly use verbs that are often misused (e.g., <i>lie/lay</i> , <i>sit/set</i> , <i>rise/raise</i>), modifiers, and pronouns. (CAHSEE) |
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Punctuation

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| 1.3 | Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. (CAHSEE) |
| 1.4 | Use correct capitalization. |

Spelling

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| 1.5 | Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. |
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LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Comprehension

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| 1.1 | Ask questions that seek information not already discussed. |
| 1.2 | Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. |
| 1.3 | Make inferences or draw conclusions based on an oral report. |

ENGLISH-LANGUAGE ARTS CONTENT STANDARDS *continued*

GRADE FIVE

LISTENING AND SPEAKING *continued*

1.0 Listening and Speaking Strategies *continued*

Organization and Delivery of Oral Communication

1.4 Select a focus, organizational structure, and point of view for an oral presentation.

1.5 Clarify and support spoken ideas with evidence and examples.

1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Analysis and Evaluation of Oral and Media Communications

1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.

1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

2.0 Speaking Applications (Genres and Their Characteristics)

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:
a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
b. Show, rather than tell, the listener what happens.

2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
a. Frame questions to direct the investigation.
b. Establish a controlling idea or topic.
c. Develop the topic with simple facts, details, examples, and explanations.

2.3 Deliver oral responses to literature:
a. Summarize significant events and details.
b. Articulate an understanding of several ideas or images communicated by the literary work.
c. Use examples or textual evidence from the work to support conclusions.

MATHEMATICS CONTENT STANDARDS

GRADE FIVE

NUMBER SENSE

1.0 Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers.

1.1	Estimate, round, and manipulate very large (e.g., millions) and very small (e.g., thousandths) numbers.
1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.
1.3	Understand and compute positive integer powers of nonnegative integers; compute examples as repeated multiplication.
1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
1.5	Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers.

2.0 Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals.

2.1	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
2.4	Understand the concept of multiplication and division of fractions.
2.5	Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.

ALGEBRA AND FUNCTIONS

1.0 Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

1.1	Use information taken from a graph or equation to answer questions about a problem situation.
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
1.3	Know and use the distributive property in equations and expressions with variables.
1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.
1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.

MEASUREMENT AND GEOMETRY

1.0 Students understand and compute the volumes and areas of simple objects.

1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).
1.2	Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter [cm^3], cubic meter [m^3], cubic inch [in^3], cubic yard [yd^3]) to compute the volume of rectangular solids.
1.4	Differentiate between, and use appropriate units of measures for, two- and three-dimensional objects (i.e., find the perimeter, area, volume).

2.0 Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.
2.3	Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.

Shading indicates **ESSENTIAL** State of California Content Standards suggested by California Association of Resource Specialists and Special Education Teachers (CARS+) and the Association of California School Administrators (ACSA) and approved by the California Department of Education.

(CAHSEE) indicates Standards matching the California High School Exit Exam (CDE/CAHSEE Development Team).

Indicates identified Math Framework Standards to be assessed on the California Achievement Test (CAT/6).

MATHEMATICS CONTENT STANDARDS *continued*

GRADE FIVE

STATISTICS, DATA ANALYSIS, AND PROBABILITY

1.0 Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

1.1	Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ.
1.2	Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets.
1.3	Use fractions and percentages to compare data sets of different sizes.
1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
1.5	Know how to write ordered pairs correctly; for example, (x, y) .

MATHEMATICAL REASONING

1.0 Students make decisions about how to approach problems.

1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2	Determine when and how to break a problem into simpler parts.

2.0 Students use strategies, skills, and concepts in finding solutions.

2.1	Use estimation to verify the reasonableness of calculated results.
2.2	Apply strategies and results from simpler problems to more complex problems.
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6	Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students move beyond a particular problem by generalizing to other situations.

3.1	Evaluate the reasonableness of the solution in the context of the original situation.
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
3.3	Develop generalizations of the results obtained and apply them in other circumstances.

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SCIENCE CONTENT STANDARDS

GRADE FIVE

PHYSICAL SCIENCES

1. Elements and their combinations account for all the varied types of matter in the world. As a basis for understanding this concept:

a.	Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.
b.	Students know all matter is made of atoms, which may combine to form molecules.
c.	Students know metals have properties in common, such as high electrical and thermal conductivity. Some metals, such as aluminum (Al), iron (Fe), nickel (Ni), copper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals.
d.	Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties.
e.	Students know scientists have developed instruments that can create discrete images of atoms and molecules that show that the atoms and molecules often occur in well-ordered arrays.
f.	Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds.
g.	Students know properties of solid, liquid, and gaseous substances, such as sugar (C ₆ H ₁₂ O ₆), water (H ₂ O), helium (He), oxygen (O ₂), nitrogen (N ₂), and carbon dioxide (CO ₂).
h.	Students know living organisms and most materials are composed of just a few elements.
i.	Students know the common properties of salts, such as sodium chloride (NaCl).

LIFE SCIENCES

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials. As a basis for understanding this concept:

a.	Students know many multicellular organisms have specialized structures to support the transport of materials.
b.	Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO ₂) and oxygen (O ₂) are exchanged in the lungs and tissues.
c.	Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system.
d.	Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder.
e.	Students know how sugar, water, and minerals are transported in a vascular plant.
f.	Students know plants use carbon dioxide (CO ₂) and energy from sunlight to build molecules of sugar and release oxygen.
g.	Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO ₂) and water (respiration).

EARTH SCIENCES

3. Water on Earth moves between the oceans and land through the processes of evaporation and condensation. As a basis for understanding this concept:

a.	Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface.
b.	Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water.
c.	Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow.
d.	Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
e.	Students know the origin of the water used by their local communities.

4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:

a.	Students know uneven heating of Earth causes air movements (convection currents).
b.	Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
c.	Students know the causes and effects of different types of severe weather.
d.	Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
e.	Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.

5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

a.	Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
b.	Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
c.	Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.

SCIENCE CONTENT STANDARDS *continued*

GRADE FIVE

INVESTIGATION AND EXPERIMENTATION

6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a.	Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria.
b.	Develop a testable question.
c.	Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure.
d.	Identify the dependent and controlled variables in an investigation.
e.	Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment.
f.	Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations.
g.	Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data.
h.	Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion.
i.	Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS

GRADE FIVE

UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

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.

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| 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. |
| 2. | Describe their varied customs and folklore traditions. |
| 3. | Explain their varied economies and systems of government. |

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

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| 1. | Describe the entrepreneurial 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). |
| 2. | 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). |
| 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. |
| 4. | Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. |

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

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| 1. | Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. |
| 2. | Describe the cooperation that existed between the colonists and 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 England, the Powhatan Wars in Virginia, the French and Indian War). |
| 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]). |
| 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). |

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

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| 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. |
| 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 differences between the British, Spanish, and French colonial systems. |
| 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. |
| 7. | Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. |

5.5 Students explain the causes of the American Revolution.

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| 1. | Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). |
| 2. | Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. |
| 3. | Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document 's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. |
| 4. | Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams). |

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS *continued*

GRADE FIVE

UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION *continued*

5.6 Students understand the course and consequences of the American Revolution.

1.	Identify and map the major 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.
2.	Describe the contributions of France and other nations and of individuals to the outcome 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 Kosciuszko, Baron Friedrich Wilhelm von Steuben).
3.	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
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.
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.
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.
7.	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

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.

1.	List the shortcomings of the Articles of Confederation as set forth by their critics.
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.
3.	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
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.
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.
6.	Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").

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.

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).
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).
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).
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.
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.

5.9 Students know the location of the current 50 states and the names of their capitals.

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (K-5):

Chronological and Spatial Thinking

1.	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
3.	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4.	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5.	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS *continued*

GRADE FIVE

HISTORY-SOCIAL SCIENCE ANALYSIS SKILLS (K-5): *continued*

Research, Evidence, and Point of View

1.	Students differentiate between primary and secondary sources.
2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3.	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

Historical Interpretation

1.	Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2.	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3.	Students identify and interpret the multiple causes and effects of historical events.
4.	Students conduct cost-benefit analyses of historical and current events.