

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



5th Grade Social Studies - CCPS

Board of Education
Commonwealth of Virginia

STANDARD VS.2a

The student will demonstrate knowledge of the physical geography and native peoples, past and present, of Virginia by

a) locating Virginia and its bordering states on maps of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Locations of places can be described in relative terms.	What are some ways that relative location can be described? What large bodies of water border Virginia? What states border Virginia?	Relative location may be described by using terms that show connections between two places, such as <i>next to</i> , <i>near</i> , and <i>bordering</i> . Bordering bodies of water <ul style="list-style-type: none">• Atlantic Ocean• Chesapeake Bay Bordering states <ul style="list-style-type: none">• Maryland• West Virginia• Kentucky• Tennessee• North Carolina	Analyze and interpret maps to explain relationships among landforms and water features. (VS.1i)

STANDARD USI.1a, b, c, d, e, f, g, h, i

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;**
- b) make connections between the past and the present;**
- c) sequence events in United States history from pre-Columbian times to 1865;**
- d) interpret ideas and events from different historical perspectives;**
- e) evaluate and discuss issues orally and in writing;**
- f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;**
- g) distinguish between parallels of latitude and meridians of longitude;**
- h) interpret patriotic slogans and excerpts from notable speeches and documents;**
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.**

The skills identified in this standard are cited, as applicable, in the “Essential Skills” columns of the charts throughout this curriculum framework, with the exception of skill “e.” Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the Standards of Learning test, and teachers should incorporate these skills into instruction throughout the year.

STANDARD USI.2a

The student will use maps, globes, photographs, pictures, or tables to
a) locate the seven continents and five oceans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Continents are large land masses surrounded by water.</p>	<p>What are the seven continents? What are the five oceans?</p>	<p>Continents</p> <ul style="list-style-type: none">• North America• South America• Africa• Asia• Australia• Antarctica• Europe* <p>Oceans</p> <ul style="list-style-type: none">• Atlantic Ocean• Pacific Ocean• Arctic Ocean• Indian Ocean• Southern Ocean <p>*Note: Europe is considered a continent even though it is not entirely surrounded by water. The land mass is frequently called Eurasia.</p>	<p>Analyze and interpret maps to explain relationships among landforms and water features. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>

STANDARD USI.2b

The student will use maps, globes, photographs, pictures, or tables to

b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Geographic regions have distinctive characteristics.	<p>Where are the geographic regions of North America located?</p> <p>What are some physical characteristics of the geographic regions of North America?</p>	<p>Geographic regions' locations and physical characteristics</p> <ul style="list-style-type: none"> • Coastal Plain <ul style="list-style-type: none"> – Located along the Atlantic Ocean and Gulf of Mexico – Broad lowlands providing many excellent harbors • Appalachian Highlands <ul style="list-style-type: none"> – Located west of the Coastal Plain, extending from eastern Canada to western Alabama; includes the Piedmont – Old, eroded mountains (oldest mountain range in North America) • Canadian Shield <ul style="list-style-type: none"> – Wrapped around the Hudson Bay in a horseshoe shape – Hills worn by erosion and hundreds of lakes carved by glaciers • Interior Lowlands <ul style="list-style-type: none"> – Located west of the Appalachian Mountains and east of the Great Plains – Rolling flatlands with many rivers, broad river valleys, and grassy hills • Great Plains <ul style="list-style-type: none"> – Located west of the Interior Lowlands and east of the Rocky Mountains – Flat lands that gradually increase in elevation westward; grasslands • Rocky Mountains <ul style="list-style-type: none"> – Located west of the Great Plains and east of the Basin and Range – Rugged mountains stretching from Alaska almost to Mexico; high elevations – Contains the Continental Divide, which determines the directional flow of rivers • Basin and Range <ul style="list-style-type: none"> – Located west of the Rocky Mountains and east of the Sierra Nevadas and the Cascades – Varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America • Coastal Range <ul style="list-style-type: none"> – Located along the Pacific Coast, stretching from California to Canada – Rugged mountains and fertile valleys 	<p>Analyze and interpret maps to explain relationships among landforms. (USI.1f)</p> <p>Distinguish between parallels of latitude and meridians of longitude. (USI.1g)</p>

STANDARD USI.2c

The student will use maps, globes, photographs, pictures, or tables to

c) locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The United States has access to numerous and varied bodies of water.</p> <p>Bodies of water support interaction among regions, form borders, and create links to other areas.</p>	<p>What are the major bodies of water in the United States?</p> <p>What are some ways bodies of water in the United States have supported interaction among regions and created links to other areas?</p>	<p>Major bodies of water</p> <ul style="list-style-type: none"> • Oceans: Atlantic, Pacific • Rivers: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande, St. Lawrence River • Lakes: Great Lakes • Gulf: Gulf of Mexico <p>Trade, transportation, exploration, and settlement</p> <ul style="list-style-type: none"> • The Atlantic, Pacific, and Gulf coasts of the United States have provided access to other parts of the world. • The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. • The Ohio River was the gateway to the west. • Inland port cities grew in the Midwest along the Great Lakes. • The Mississippi and Missouri rivers were used to transport farm and industrial products. They were links to United States ports and other parts of the world. • The Columbia River was explored by Lewis and Clark. • The Colorado River was explored by the Spanish. • The Rio Grande forms the border with Mexico. • The Pacific Ocean was an early exploration destination. • The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America. • The St. Lawrence River forms part of the northeastern border with Canada and connects the Great Lakes to the Atlantic Ocean. 	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USI.1a)</p> <p>Sequence events in United States history. (USI.1c)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, and historical events. (USI.1f)</p>

STANDARD USI.2d

The student will use maps, globes, photographs, pictures, or tables to
d) recognize key geographic features on maps, diagrams, and/or photographs.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>It is important to recognize key geographic features on maps, diagrams, and/or photographs.</p> <p>Landforms and water features set the stage for and influence the course of events in United States history.</p>	<p>What are some important categories of geographic features?</p> <p>What do these important geographic features look like when they appear on maps, globes, and diagrams?</p> <p>What do these important geographic features look like when they appear in pictures and photographs?</p> <p>Why are geographic features important in United States history?</p>	<p>Key geographic features</p> <ul style="list-style-type: none">• Water-related<ul style="list-style-type: none">– Lakes– Rivers– Tributaries– Gulfs and bays• Land-related<ul style="list-style-type: none">– Mountains– Hills– Plains– Plateaus– Islands– Peninsulas <p>Geographic features are related to</p> <ul style="list-style-type: none">• patterns of trade• the locations of cities and towns• the westward (frontier) movement• agricultural and fishing industries.	<p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events (USI.1f)</p>

STANDARD US1.5b

The student will demonstrate knowledge of the factors that shaped colonial America by

b) describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Life in the colonies was shaped by the geographical features of the settlements.</p> <p>Economic specialization and interdependence existed among the colonies in the production of goods and services.</p>	<p>How did climate, geographic features, and other available resources distinguish the three regions from each other?</p> <p>How did people use the natural resources of their region to earn a living?</p> <p>What are the benefits of specialization and trade?</p> <p>How did political and social life evolve in each of the three regions?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> resources: natural, capital, or human specialization: Focusing on one or a few products interdependence: Two or more people depending on each other for goods and services <p>Specialization caused the colonies to be interdependent.</p> <p>(See chart below.)</p>	<p>Identify and interpret primary and secondary source documents to increase understanding of events and life in United States history. (1a)</p> <p>Interpret ideas and events from different historical perspectives. (1d)</p> <p>Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events. (1f)</p>

Essential Knowledge					
Colonies	Resources	Geography and Climate	Specialization	Examples of Interdependence	Social/Political
New England	<p>Natural resources: e.g., timber, fish, deep harbors</p> <p>Human resources: e.g., skilled craftsmen, shopkeepers, shipbuilders</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Boston harbor, hilly terrain, rocky soil, jagged coastline</p> <p>Moderate summers, cold winters</p>	<p>Fishing, shipbuilding, naval supplies, metal tools and equipment</p>	<p>The New England colonies depended on the Southern colonies for crops such as tobacco, rice, cotton, and indigo, and for forest products such as lumber, tar, and pitch. They depended on the Mid-Atlantic colonies for livestock and grains.</p>	<p>Villages and churches were centers of life. Religious reformers and separatists</p> <p>Civic life: town meetings</p>
Mid-Atlantic	<p>Natural Resources: e.g., rich farmlands, rivers</p> <p>Human resources: e.g., unskilled and skilled workers, fishermen</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, coastal lowlands, harbors and bays</p> <p>Mild winters and moderate climate, wide and deep rivers</p>	<p>Livestock, grains, fish</p>	<p>The Mid-Atlantic colonies traded with the Southern and New England colonies to get the products they did not produce. The Mid-Atlantic colonies depended on the Southern colonies for tobacco, rice, cotton, indigo, and forest products. They traded with the New England colonies for metal tools and equipment.</p>	<p>Villages and cities, varied and diverse lifestyles, diverse religions</p> <p>Civic life: market towns</p>
Southern	<p>Natural resources: e.g., fertile farmlands, rivers, harbors</p> <p>Human resources: e.g., farmers, enslaved African Americans</p> <p>Capital resources: e.g., tools, buildings</p>	<p>Appalachian Mountains, Piedmont, Atlantic Coastal Plain, good harbors and rivers</p> <p>Humid climate with mild winters and hot summers</p>	<p>Tobacco, rice, cotton, indigo, forest products (lumber, tar, pitch)</p>	<p>The Southern colonies depended on the New England colonies for manufactured goods, including metal tools and equipment. They depended on the Mid-Atlantic colonies for grains and other agricultural products not plentiful in the South.</p>	<p>Plantations (slavery), mansions, indentured servants, fewer cities, fewer schools, Church of England</p> <p>Civic life: counties</p>

STANDARD USII.1a, b, c, d, e, f, g, h, i

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;**
- b) make connections between the past and the present;**
- c) sequence events in United States history from 1865 to the present;**
- d) interpret ideas and events from different historical perspectives;**
- e) evaluate and debate issues orally and in writing;**
- f) analyze and interpret maps that include major physical features;**
- g) use parallels of latitude and meridians of longitude to describe hemispheric location;**
- h) interpret patriotic slogans and excerpts from notable speeches and documents;**
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.**

The various skills identified in this standard are cited, as applicable, in the “Essential Skills” columns of the charts throughout this curriculum framework, with the exception of skill “e.” Students should have opportunities to practice speaking and writing, but these skills will not be assessed on the Standards of Learning test. All other skills listed above will be assessed on the test, and teachers should incorporate them into instruction throughout the year.

STANDARD USII.2c

The student will use maps, globes, photographs, pictures, or tables for

c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.</p> <p>Cities serve as centers of trade and have political, economic, and/or cultural significance.</p>	<p>What is one way of grouping the 50 states?</p> <p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</p>	<p>States grouped by region</p> <ul style="list-style-type: none"> • Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania • Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas • Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota • Southwest: Texas, Oklahoma, New Mexico, Arizona • Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho • Pacific: Washington, Oregon, California • Noncontiguous: Alaska, Hawaii <p>Cities</p> <ul style="list-style-type: none"> • Northeast: New York, Boston, Pittsburgh, Philadelphia • Southeast: Washington, D.C., Atlanta, New Orleans • Midwest: Chicago, St. Louis, Detroit • Southwest: San Antonio, Santa Fe • Western (Rocky Mountains): Denver, Salt Lake City • Pacific: San Francisco, Los Angeles, Seattle • Noncontiguous: Juneau, Honolulu 	<p>Make connections between the past and the present. (USII.1b)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p> <p>Use parallels of latitude and meridians of longitude to describe hemispheric location. (USII.1g)</p>