



Grade 5

Skills	
VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	
<p>a) analyzing and interpreting artifacts and primary and secondary sources to understand events in United States history;</p>	<p>SLonVA: VA 4-VA5 Introduction: 2, 8-11 Unit 1: Lesson 4: 38 Unit 1 Review: 48 Unit 2: Lesson 4: 75 Unit 2: Lesson 5: 80 Unit 2 Review: 96 Unit 3: Lesson 1: 102, 103 Unit 3: Lesson 7: 140 Unit 3 Review: 143 Unit 4, Lesson 6: 174 Unit 4 Review: 191, 192 Unit 5, Lesson 2: 205 Unit 5: Lesson 6: 228 Unit 5 Review: 239, 240 Unit 6: Lesson 4: 271 Unit 6 Review: 287, 288 Unit 7 Review: 333</p>
<p>b) analyzing and interpreting geographic information to determine patterns and trends in United States history;</p>	<p>Unit 1: Lesson 1: 25 Unit 1: Lesson 2: 29 Unit 1: Lesson 3: 33 Unit 1: Lesson 4: 27 Unit 1: Lesson 5: 41, 44 Unit 3: Lesson 1: 104 Unit 3: Lesson 2: 110 Unit 3: Lesson 3: 116 Unit 3: Lesson 4: 123 Unit 3: Lesson 6: 132, 133 Unit 4: Lesson 2: 154 Unit 4: Lesson 4: 161, 163 Unit 4: Lesson 6: 177 Unit 4: Lesson 7: 180 Unit 4: Lesson 8: 186 Unit 5: Lesson 1: 197 Unit 5: Lesson 3: 214 Unit 5: Lesson 4: 219, 221 Unit 5: Lesson 6: 229 Unit 5: Lesson 7: 235 Unit 6: Lesson 1: 246 Unit 6: Lesson 3: 262 Unit 6: Lesson 5: 276 Unit 7: Lesson 1: 293-295 Unit 7: Lesson 2: 298, 301, 303 Unit 7: Lesson 3: 305, 307, 308</p>

	<p>Unit 7: Lesson 5: 318 GH6-GH9, GH13-GH15</p>
<p>c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in United States history;</p>	<p>SLonVA: VA10-VA11 Introduction: 14-15 Unit 1: 18-19 Unit 1: Lesson 1: 27 Unit 2: 50-51 Unit 2: Lesson 2: 64 Unit 2: Lesson 4: 77 Unit 3: 98-99 Unit 3: Lesson 2: 108 Unit 3: Lesson 6: 134 Unit 3 Review: 144 Unit 4: 146-147 Unit 4: Lesson 6: 176 Unit 5: 194-195 Unit 5: Lesson 1: 203 Unit 5: Lesson 5: 224 Unit 5 Review: 239 Unit 6: 242-243 Unit 6: Lesson 1: 249 Unit 6: Lesson 2: 253 Unit 6: Lesson 3: 263 Unit 6: Lesson 4: 272 Unit 6: Lesson 5: 277 Unit 6: Lesson 6: 282 Unit 7: 290-291 Unit 7: Lesson 4: 313 Unit 7: Lesson 5: 318 Unit 7: Lesson 6: 321, 323 Unit 7: Lesson 7: 327</p>
<p>d) using evidence to draw conclusions and make generalizations;</p>	<p>SLonVA: VA9, VA11 Unit 3: 97D, 97F, 97G Unit 3: Lesson 1: 101, 103, 105 Unit 3: Lesson 2: 107, 109, 111 Unit 3: Lesson 3: 113, 115, 117 Unit 3: Lesson 4: 119, 121, 122 Unit 3: Lesson 5: 125, 127, 129 Unit 3: Lesson 6: 131, 133, 135 Unit 3: Lesson 7: 137, 139, 141 Unit 5: 193D, 193F, 193G Unit 5, Lesson 1: 197, 199, 201, 203 Unit 5: Lesson 2: 205, 207, 209, 211 Unit 5: Lesson 3: 213, 215 Unit 5: Lesson 4: 217, 219, 220 Unit 5: Lesson 5: 223, 225 Unit 5: Lesson 6: 227, 229, 231 Unit 5: Lesson 7: 233, 235, 237 Unit 7: Lesson 7: 327 Reference Section: R6-R7, R10-R11</p>
<p>e) comparing and contrasting historical, cultural, and</p>	<p>SLonVA: VA3</p>

<p>political perspectives in United States history;</p>	<p>Introduction: 6, 7 Unit 1: 17D, 17F, 17G Unit 1: Lesson 1: 21, 23, 25, 26 Unit 1: Lesson 2: 29, 31 Unit 1: Lesson 3: 33, 35 Unit 1: Lesson 4: 37, 39 Unit 1: Lesson 5: 41, 43, 45 Unit 3: Lesson 3: 114 Unit 4: Lesson 6: 172-173 Unit 6: Lesson 1: 247 Unit 6: Lesson 3: 260-261 Unit 7: Lesson 7: 329 Reference Section: R2-R3</p>
<p>f) determining relationships with multiple causes or effects in United States history;</p>	<p>Unit 2: 49D, 49F, 49G Unit 2: Lesson 1: 53, 55, 57, 58 Unit 2: Lesson 2: 61, 63, 65 Unit 2: lesson 3: 67, 69, 71 Unit 2; Lesson 4: 73, 75, 76 Unit 2: Lesson 5: 79, 81 Unit 2: Lesson 6: 83, 85 Unit 2: Lesson 7: 87, 89, 91, 93 Unit 3: Lesson 3: 115 Unit 3: Lesson 7: 139 Unit 6: Lesson 2: 253 Unit 6: lesson 6: 283 Unit 7: Lesson 2: 301 Reference Section: R4-R5</p>
<p>g) explaining connections across time and place;</p>	<p>SLonVA: VA5, VA7, VA8-VA9, VA11, VA13 Unit 1: Lesson 1: 26 Unit 2: Lesson 1: 58 Unit 2: Lesson 4” 76 Unit 2: Lesson 7: 93 Unit 3: Lesson 1: 105 Unit 3: Lesson 3: 117 Unit 3: Lesson 7: 141 Unit 4: Lesson 6: 176 Unit 5: lesson 2: 211 Unit 5: Lesson 5: 225 Unit 5: Lesson 7: 237 Unit 6: Lesson 2: 257 Unit 6: Lesson 4: 273 Unit 7: Lesson 7: 331</p>
<p>h) using a decision-making model to identify the costs and benefits of a specific choice made;</p>	<p>Introduction: 12-13</p>
<p>i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and</p>	<p>Introduction: 4 Unit 1: Lesson 2: 30 Unit 2: Lesson 7: 91 Unit 3: Lesson 4: 120, 121 Unit 3: Lesson 7: 139 Unit 5: Lesson 4: 217 Unit 5: Lesson 6: 230</p>

	Unit 6: Lesson 6: 282 Unit 7: Lesson 7: 330-331 No ethical use of intellectual property.
j) investigating and researching to develop products orally and in writing.	SLonVA: VA10 Unit 1 Review: 47, 48 Unit 2: Lesson 4: 74 Unit 2: Lesson 5: 80 Unit 2: Lesson 7: 88 Unit 3: Lesson 3: 116 Unit 3 Review: 143 Unit 4 Review: 191 Unit 5 Review: 239 Unit 6: lesson 3: 264 Unit 6: Lesson 6: 284 Unit 6 Review: 287, 288 Unit 7: 281 Unit 7: Lesson 3: 306 Unit 7: Lesson 7: 330 Unit 7 Review: 333, 334
Geography	
USI.2 The student will interpret maps, globes, photographs, pictures, or tables to	
a) locate the seven continents and five oceans;	Unit 2: Lesson 1: 55, 59 GH10, GH11, GH16, GH17
b) locate and describe major geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;	Unit 7: Lesson 1: 292-295 Unit 7: Lesson 2: 296-302 Unit 7: Lesson 3: 304-309
c) locate major water features and explain their importance 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; and	Unit 2: Lesson 1: 5, 9 Unit 2: Lesson 2: 62 Unit 3: Lesson 4: 123 Unit 4: Lesson 2: 154 Unit 4: Lesson 8: 186 Unit 5: Lesson 6: 229 Unit 6: Lesson 1: 246 Unit 6: Lesson 2: 253 Unit 6: Lesson 3: 262 Unit 6: Lesson 5: 276 Unit 7: Lesson 2: 300-301 Unit 7: Lesson 3: 308 GH6, GH7, GH8, GH13, GH14, GH15, GH18
d) recognize key geographic features on maps, diagrams, and/or photographs.	Unit 1: Lesson 2: 29 Unit 1: Lesson 3: 33 Unit 1: Lesson 4: 37 Unit 1: Lesson 5: 41 Unit 3: Lesson 1: 104 Unit 3: Lesson 2: 110 Unit 3: Lesson 3: 116 Unit 5: Lesson 1: 197 Unit 5: Lesson 3: 214 Unit 5: Lesson 6: 229 Unit 6: Lesson 5: 276

	<p>Unit 7: Lesson 1: 293 Unit 7: Lesson 2: 299-302 Unit 7: Lesson 3: 307-308 GH4-GH8, GH10-GH12, GH15, GH18-GH19</p>
Exploration to Revolution: Pre-Columbian Times to the 1770s	
USI.3 The student will apply social science skills to understand how early cultures developed in North America by	
a) describing how archaeologists have recovered material evidence of ancient settlements, including Cactus Hill in Virginia;	<p>SLonVA: VA4-VA5 Unit 1: Lesson 1: 20-26</p>
b) locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois); and	<p>Unit 1: 17C-17F Unit 1: Lesson 1: 20-26 Unit 1: Lesson 2: 28-31 Unit 1: Lesson 3: 32-35 Unit 1: Lesson 4: 36-39 Unit 1: Lesson 5: 40-45 Unit 1 Review: 48 Reference Section: R2-R3</p>
c) describing how the American Indians used the resources in their environment.	<p>Unit 1: 17C-17F Unit 1: Lesson 1: 20-26 Unit 1: Lesson 2: 28-31 Unit 1: Lesson 3: 32-35 Unit 1: Lesson 4: 36-39 Unit 1: Lesson 5: 40-45</p>
USI.4 The student will apply social science skills to understand European exploration in North America and West Africa by	
a) describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;	<p>Unit 2: 49C-49D Unit 2: Lesson 2: 60-65 Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93</p>
b) describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land; and	<p>Unit 2: 49C-49D Unit 2: Lesson 1: 53 Unit 2: Lesson 2: 60-65 Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93 Unit 2 Review: 96 Unit 3: 97E-97F Unit 3: Lesson 1: 104-105 Unit 3: Lesson 3: 116</p>
c) identifying the location and describing the characteristics of West African societies (Ghana, Mali, and Songhai) and their interactions with traders.	<p>SLonVA: VA6-VA7 Unit 2: Lesson 1: 56 Unit 2 Review: 95</p>
USI.5 The student will apply social science skills to understand the factors that shaped colonial America by	
a) describing the religious and economic events and conditions that led to the colonization of America;	<p>Unit 2: Lesson 4: 72-76 Unit 2: Lesson 5: 78-81 Unit 2: Lesson 6: 82-85 Unit 2: Lesson 7: 86-93</p>

	Unit 3: Lesson 1: 100-103 Unit 3: Lesson 2: 106-111 Unit 3: Lesson 3: 112-117 Unit 3: Lesson 4: 118-122 Unit 3 Review: 143 Unit 4: Lesson 1: 148-151
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;	Unit 3: Lesson 1: 102-103 Unit 3: Lesson 2: 108-111 Unit 3: Lesson 3: 114-115 Unit 3: Lesson 4: 118-122 Unit 3: Lesson 6: 134-135 Unit 3 Review: 143
c) describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies;	Unit 3: Lesson 4: 108-111 Unit 3: Lesson 3: 112-117 Unit 3: Lesson 6: 130-135
d) describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans; and	Unit 3: Lesson 4: 119 Unit 3: Lesson 5: 124-129
e) explaining the political and economic relationships between the colonies and Great Britain.	Unit 3: Lesson 6: 131-133 Unit 3: Lesson 7: 136-141 Unit 4: Lesson 3: 156-159
Revolution and the New Nation: 1770s to the Early 1800s	
USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by	
a) explaining the issues of dissatisfaction that led to the American Revolution;	Unit 4: Lesson 3: 156-159 Unit 4: Lesson 4: 160-165
b) describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;	Unit 3: Lesson 7: 136-141 Unit 4: Lesson 5: 166-169
c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, Patrick Henry, and the Marquis de Lafayette; and	Unit 4: Lesson 4: 165 Unit 4: Lesson 5: 166-169 Unit 4: Lesson 6: 170-176 Unit 4: Lesson 7: 178-183 Unit 4: Lesson 8: 184-189 Unit 4 Review: 191, 192
d) explaining reasons why the colonies were able to defeat Great Britain.	Unit 4: Lesson 7: 180-183 Unit 4: Lesson 8: 184-189
USI.7 The student will apply social science skills to understand the challenges faced by the new nation by	
a) explaining the weaknesses and outcomes of the government established by the Articles of Confederation;	Unit 5: Lesson 1: 196-201
b) describing the historical development of the Constitution of the United States; and	Unit 5: Lesson 1: 200-203 Unit 5: Lesson 2: 204-209 Unit 5 Review: 240
c) describing the major accomplishments of the first five presidents of the United States.	Unit 5: Lesson 2: 210-211 Unit 5: Lesson 3: 212-215 Unit 5: Lesson 4: 216-220
Expansion and Reform: 1801 to 1861	
USI.8 The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by	
a) describing territorial expansion and how it affected the	Unit 5: Lesson 3: 212-215

political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;	Unit 5: Lesson 4: 219 Unit 5: Lesson 6: 228-229 Unit 5: Lesson 7: 232-237
b) explaining how geographic and economic factors influenced the westward movement of settlers;	Unit 5: Lesson 3: 212-215 Unit 5: Lesson 4: 219 Unit 5: Lesson 6: 228-229 Unit 5: Lesson 7: 232-237
c) explaining the impact of westward expansion on American Indians;	Unit 4: Lesson 8: 188-189 Unit 5: 193E-193F Unit 5: Lesson 3: 213-215 Unit 5: Lesson 5: 228-229
d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America; and	Unit 5: Lesson 5: 222-225
e) explaining the main ideas of the abolitionist and women’s suffrage movements.	Unit 6: Lesson 1: 247 Unit 6: Lesson 2: 257 Extremely weak on women’s suffrage.
Civil War: 1861 to 1865	
USL9 The student will apply social science skills to understand the causes, major events, and effects of the Civil War by	
a) describing the cultural, economic, and constitutional issues that divided the nation;	Unit 6: Lesson 1: 244-248 Unit 6: Lesson 2: 250-257
b) explaining how the issues of states’ rights and slavery increased sectional tensions;	Unit 6: Lesson 1: 244-248 Unit 6: Lesson 2: 250-257
c) locating on a map the states that seceded from the Union and those that remained in the Union;	Unit 6: Lesson 1: 246 Unit 6: Lesson 3: 262
d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war;	Unit 6: 241C-241D , 242-243 Unit 6: Lesson 2: 254-257 Unit 6: Lesson 3: 258-263 Unit 6: Lesson 4: 266-271 Unit 6: Lesson 5: 274-279 Unit 6 Review: 288
e) describing critical developments in the war, including the location of major battles; and	Unit 6: Lesson 3: 258-265 Unit 6: Lesson 4: 266-273 Unit 6: Lesson 5: 274-279
f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.	Unit 6: Lesson 3: 260-261 Unit 6: Lesson 4: 268, 272-273 Unit 6: Lesson 5: 279 Unit 6 Review: 287