

**Global: Spiraling essential questions, concepts and skills, and standards.
Grade 5**

Concepts & Skills	Learning standards
<p>History and Geography (H,G)</p> <p>Essential questions:</p> <p><u>Geography- Why do people move?. How does a region's geography, climate, and natural resources affect the way people live? What information and stories do maps and globes tell?</u></p> <ul style="list-style-type: none"> ▪ Use maps and globes to identify absolute locations. ▪ Interpret a map using information from its title, compass rose, scale, and legend. ▪ Compare maps of the modern worlds with historical maps of the worlds before the Age of Exploration, and describe changes in 16th and 17th century maps of the world. <p>Essential questions:</p> <p><u>History- What can we learn from the past? What causes change? How do I know what really happened? How am I connected to the past? What is change? How is measured, recorded, and organized?</u></p> <ul style="list-style-type: none"> ▪ Identify the different ways of dating historical narratives. Interpret timelines of events studied. ▪ Observe and identify details in cartoons, photos, charts, and graphs relating to historical events. <p>Assessments: <i>Formative</i>, teacher observations, check lists, oral questioning. <i>Summative</i>, end of unit tests, quizzes, performance goals, common district assessment.</p>	<p>5.1 Describe the earliest explorations of the New World by the Vikings, the period and locations of their explorations, and the evidence for them. H, G</p> <p>5.2 Identify the 3 major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) & their locations. Describe their political structures, religious practices, & use of slaves. H, G, E</p> <p>5.3 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers. Describe what each explorer sought when he began his journey, what he found, and how his discoveries changed the image of the world, especially the maps used by explorers. H, G, E</p> <p>5.4 Explain why the Aztec & Inca civilizations declined in the 16th century. H</p> <p>5.5 Describe the goals and extent of the Dutch settlement in New York, the French settlements in Canada, and the Spanish settlements in Florida, the Southwest, and California. H</p> <p>5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them. H, G, E</p> <p>5.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in N.A. H, C</p> <p>5.8 Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the Puritans. H, C</p> <p>5.9 Explain the reasons that language, political institutions & principles of what became USA were largely shaped by English colonists even though other major European nations also explored the New World. H, C</p> <p>5.10 On a map of NA, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century. H, G, C</p> <p>5.11 Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using historical societies and museums as needed. H, E</p> <p>5.12 Explain causes of establishment of slavery in NA. Describe the harsh conditions of the Middle Passage & slave life, & the responses of slaves to their condition. Describe the life of free African Americans in the colonies. H, C, G, E</p>

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