

## **History**

### **Standard 1: Historical Thinking Skills**

*Students use historical thinking skills to examine the influence of key people, ideas, and events in colonial America.*

- 5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763
- 5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763
- 5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763
- 5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences through the following tasks:
  - Conducting historical research
  - Evaluating a broad variety of primary and secondary sources
  - Comparing and contrasting varied points of view
  - Determining the meaning of words and phrases from historical texts
  - Using technology to research, produce, or publish a written product

### **Standard 2: Key Events, Ideas, and People**

*Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.*

- 5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration
- 5.2.2 Identify early explorers and their motivations, challenges, and achievements
- 5.2.3 Describe the Spanish conquests in the Americas, including the impact on the Aztecs, Incas, and other indigenous peoples
- 5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa

### **Standard 3: Key Events, Ideas, and People**

*Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.*

- 5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492
- 5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans
- 5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements

- 5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities
- 5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies
- 5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies
- 5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War

## **Geography**

### **Standard 4: Geography Skills**

*Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.*

- 5.4.1 Differentiate between various types of maps using characteristics, functions, and applications
- 5.4.2 Analyze a map using a variety of tools
- 5.4.3 Analyze maps from the Age of Exploration to 1763

### **Standard 5: Culture and Environment**

*Students examine how the physical environment influenced the cultural development of colonial America.*

- 5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America
- 5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment

## **Civics**

### **Standard 6: Purposes, Foundation, and Structure**

*Students investigate different types of government to understand their influence on the development of government in colonial America.*

- 5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States
- 5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy

**Standard 7: Civic Literacy**

*Students will examine the role of the citizen in government.*

- 5.7.1 Investigate basic rights and responsibilities of citizens in present-day government

**Economics**

**Standard 8: Resources**

*Students examine the economic motivations that led to the European exploration and settlement of the Americas.*

- 5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as *supply and demand* and *scarcity*

**Standard 9: Interdependence**

*Students analyze key events that affected trade and exchange in colonial America.*

- 5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period
- 5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies

**Standard 10: Decision-Making**

*Students investigate how key British economic policies influenced the thirteen colonies.*

- 5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America