**Key Concepts for the Grade 5 *i*LEAP Social Studies Assessment**

The key concepts are provided to guide teachers in their classroom instruction as it relates to the assessment. These concepts describe important content emphasis regarding the knowledge and skills eligible for assessment of each strand.

**Geography**

**The World in Spatial Terms**

* Characteristics, functions, and applications of various types of maps—*e.g., map projections, political map, physical map, resource map, precipitation/climate map, topographical/elevation map, grid system*
* Use of different maps, including comparing two different types of maps of the same area
* Interpretation of a map using key/legend, map symbols, distance scale, compass rose, cardinal (north, south, east, west) or intermediate directions (northeast, southeast, northwest, southwest), the equator, and latitude or longitude
* Location of major landforms and geographic features, places, and bodies of water on a map of the United States
  + Political features—*e.g., identification of all fifty states by shape and position, capital of the United States and other major U.S. cities*
  + Physical features—*e.g., Rocky Mountains, Appalachian Mountains, Mississippi River, Missouri River, Rio Grande River, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Great Lakes, Grand Canyon*

**Places and Regions**

* Types of settlements and patterns of land use in colonial America
* Ways that location and physical features influence the development or life in a region of the United States—*e.g., mountains as a barrier to westward expansion, location of cities near bodies of water*
* Physical and other characteristics used to define and distinguish regions in the United States—*e.g., climate, vegetation, culture, elevation*

**Physical and Human Systems**

* Influence of location and physical setting on the founding of the original thirteen colonies—*e.g., physical boundaries, economic activities, agriculture, harbors*
* Reasons why Europeans chose to explore and colonize the world—*e.g., find riches, gain religious freedom, spread Christianity, locate new trade routes/Northwest Passage*
* Trade of goods between the northern states and the southern states that led to economic interdependence among the thirteen colonies
* Geographic differences and similarities among the thirteen American colonies that led to political cooperation and conflict—*e.g., slavery, agriculture versus manufacturing, desire for more land to expand settlements*

**Environment and Society**

* Impact of human action on the physical environment of early America—*e.g., reduction in amount of wildlife and forests, drainage of swamps*
* Examples of how American Indians and Europeans adapted to living in the physical environment of North America—*e.g., built homes to keep out heat or floods, used wood for log cabin homes, lived in teepees or igloos*
* Natural resources used by the people in the United States—*e.g., water, forests, fossil fuels such as coal, oil, and natural gas*

**History**

**Historical Thinking Skills**

* Causes, effects, or impact of a given event in early American history—*e.g., ideas about architecture, religion, government, and food brought to the colonies by the Europeans; capture of New Amsterdam; French and Indian War; influence of American Indian culture and agriculture on the colonists; King Philip’s War; Fundamental Orders of Connecticut and the Mayflower Compact; religious intolerance in the colonies*
* Primary and secondary sources that describe key events or issues in early American history
  + Primary sources—*e.g., treaty, autobiography, historical document, historical speech or address, journal or diary entry, letter*
  + Secondary sources—*e.g., biography, novel, almanac, atlas or map, encyclopedia article, newspaper, textbook, play, movie*

**United States History**

* Identification and description of indigenous cultures and groups that existed in the Americas at the beginning of European exploration—*e.g., types of shelter, agricultural and hunting techniques, connection to the land, spiritual beliefs, various uses of animals*
* Triangular Trade that connected the Americas, Western Europe, and Western Africa, prior to 1620, including the goods each supplied and where they were shipped
* Compare/contrast Africans, Europeans, and Native Americans converging in the Western Hemisphere after 1492—*e.g., Spanish system of* econmienda*, contrast between indentured servitude and slavery*
* Ways cultures change through cultural diffusion, invention, and innovation—*e.g., blending of ideas, religions, literary traditions, foods, music, and art, trade of various animals, crops, and goods*
* Major early explorations and explorers and their reasons for exploration—*e.g., Magellan, La Salle, Columbus, Balboa, Coronado, de Soto, Cabot and Hudson, Cartier, Pizzaro, Ponce de Leon*
* Impact of the Spanish conquests in the Americas on the Aztecs, Incas, and other indigenous peoples—*e.g., loss of gold, wealth, and land; decrease in native populations due to foreign diseases and forced labor; invasion of Cortez; spread of Christianity*
* Course and consequences of the Columbian Exchange, including the cultural, ecological, and economic impact—*e.g., goods, agricultural crops, and animals exchanged between Europe, the Americas, and West Africa*
* Influence of the arrival of Africans in the European colonies in the seventeenth century and the increase in the importation of slaves in the eighteenth century—*e.g., reasons for Spanish importation of slaves into their American colonies, reasons for extensive use of slaves in the southern colonies*
* Societal impact of the immersion of Africans in the Americas—*e.g., food, religion, increased population in the South, culture*
* Instances of conflict and cooperation between American Indians and European settlers—*e.g., buying of American Indian land by settlers such as William Penn, fur trade between American Indians and French settlers, French and Indian War, shared farming and building techniques, King Philip’s War*
* Role of religious groups in colonial American communities—*e.g., Salem witch trials, William Penn, Roger Williams, Anne Hutchinson, Catholics in Maryland, Quakers in Pennsylvania, Puritans in New England, Congregationalists in Massachusetts, Anglicans in Virginia, colleges founded by religious organizations, Great Awakening*
* Organization and structure of the thirteen British colonies that became the United States
  + Economic—*e.g., northern, middle, and southern colonies; royal colonies of the British crown*
  + Political—*e.g., governor, governor’s council, colonial assembly, right to vote and hold office granted only to white male landowners*
  + Social—*e.g., debtors prison in Georgia, religious culture*
* Reflections of European culture, politics, and institutions in American life—*e.g., names of colonies and cities based on names of British royalty, legal concept of trial by jury, legislative elections by the people, English language, colonial assemblies*
* Origins, characteristics, and major achievements of ancient American empires and complex societies in the Americas**—***e.g., Inca, Maya, Aztec, Olmec, Anasazi*