

Centerville-Abington Elementary Curriculum Mapping
Social Studies – 5th Grade
1st Nine Weeks
Carol Gable

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 1 Lesson 1&2	5.3.1, 5.3.2, 5.3.3, 5.3.5, 5.3.6, 5.3.7, 5.1.20	Latitude and Longitude, cultural and physical regions of the United States, Location of states and capitals, Location of Continental Divide, drainage basins, climate regions, and fresh water, primary and secondary sources	Book pages 2-16 and others periodically through book, DOG worksheets through Connect Ed and Enchanted Learning	Latitude, NCA, longitude NCA, geographer, absolute location, relative location, prime meridian NCA, equator NCA, contiguous, territory, canyon, climate, hemisphere NCA	Vocab tests, latitude and longitude test, worksheets on latitude and longitude from Enchanted Learning, Connect Ed assessments DOG test
Unit 1, Lesson 2	5.3.2, 5.3.3,	Geography of United States, US territories. Lowlands and highlands, waterways, mountains and plateaus. Division of the US into 5 regions: Northeast, Southeast, Midwest,	Book pages 17-27, worksheets on regions of US, and states and capitals. DOG	Navigable, tributaries Tributaries,	States and capitals test, Connect Ed assessments, DOG test, worksheets
Unit 2, Lessons 1	5.1.1,	Migration of prehistoric Native Americans and where they settled-Maya, Inca, Aztec, and Mound Builders, comparison of location of each group and how they survived.	Book pages 32-49 DOG worksheets on different groups of native Americans, group project on different groups of native Americans and their way of life, Brainpop	Archaeologist, cultures, civilizations, slavery, empire, irrigation	Vocab tests, periodic tests over Aztec, Inca, Maya, and Mound Builders, Brainpop quizzes, Connect Ed assessments DOG test, worksheets
Unit 2, Lesson 2	5.1.1, 5.1.3, 5.3.4, 5.3.11, 5.4.1,	Settlement of the Southwest Indians, how they lived: location in relation to the U.S. homes, food, clothing etc.	Book pages 50-53 Brainpop, worksheets on Southwest Indians clothing etc DOG	Kachinas, migrate, hogans	Vocab test, Brainpop quizzes, Group project using rubric and computer, DOG test, worksheets

Unit 2, Lesson 3	5.1.1, 5.1.3, 5.3.4, 5.3.11, 5.4.1	Settlement of the Pacific Northwest Indians, how they lived: location in the U.S. homes, food, clothing etc	Book pages 54-57, DOG, Brainpop, worksheets on Pacific Northwest Indians and clothing, student totem pole,	Totem poles, potlatch	Vocab test, Brainpop quizzes, group project, Connect Ed assessment, DOG test, worksheets
Unit 2, Lesson 4	5.1.1,5.1.3, 5.3.4, 5.3.11, 5.4.1	Settlement of the Great Plains Indians, how they lived: location in the U,S., homes, food, clothing etc.	Book pages 58-61 Brainpop, Native American worksheets with clothing, DOG	Prairies, nomads, teepees, lodges,	Brainpop quizzes, Vocab test, Group project, Connect Ed assessments DOG test, worksheets
Unit 2 Lesson 5	5.1.1, 5.1.3, 5.3.4, 5.3.11, 5.4.1	Settlement of the Eastern Woodlands Indians, how they lived: location in U.S., homes, food, clothing, government etc.	Book pages 62-67, Native American worksheets, clothing, etc.DOG	Slash-and-burn, confederacies, longhouse, wampum	Brainpop quizzes, Vocab test, Group project, Connect Ed assessments DOG test, worksheets

Curriculum Mapping
Social Studies – 5th Grade
 2nd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 3, lesson 1	5.1.2,	Exploration of oceans, improvement of navigation (astrolabe, orienteering compass, sextant, stern rudder, and caravel.	Pages 72-85, Brainpop, Enchanted Learning worksheets, Connect Ed worksheets, examples of ships	Merchants, navigation	vocab tests, Connect Ed assessments, Brainpop quizzes, worksheets
Unit 3, Lesson 2	5.1.2, 5.1.4, 5.3.8, 5.3.10	Spanish exploration and Conquest, conquistadors Cortez and Pizzaro conquering the Aztec and Inca, the Columbian Exchange	Pages 86-91, Brainpop, worksheets on Columbian Exchange, and other worksheets from Connect Ed and Enchanted Learning	Enslaved, missionaries	vocab tests, Connect Ed assessments, Brainpop quizzes, worksheets
Unit 3, Lesson 3	5.1.2, 5.1.18, 5.3.8, 5.3.10,	French and Dutch Exploration, Search for the Northwest Passage, Discovery of the Great Lakes, establishing fur trade	Pages 92-97, Brainpop, explorer simulation, composite map of all explorers. Reports individually over 1 explorer	Ally	Vocab tests, Explorer simulation diary, explorer report, brainpop quizzes, and Connect Ed and Enchanted worksheets
Unit 4, Lesson 1	5.1.2, 5.1.4, 5.1.6, 5.1.5, 5.1.8, 5.3.8, 5.3.10, 5.3.11	Early settlements: Roanoke, Jamestown, Plymouth. Primary and secondary sources, Indian interaction with Roanoke and Jamestown did not get along, Plymouth colonists and Natives worked together, latitude and longitude to determine location	Pages 102-113 Brainpop, research and videos on Roanoke,	Charter, persecution, Pilgrims	Vocab tests, brainpop quizzes, Connect Ed assessments, and worksheets
Unit 4 Lesson 2	5.1.2, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.1.19, 5.2.3, 5.3.10, 5.3.11,	Settling of the New England colonies: Massachusetts, Rhode Island, New Hampshire and Connecticut, war between colonists and Pequot Indians, reasons for colonization	Pages 114-119, maps of New England colonies, Brainpop,	Covenant, tyrant, tolerate	Vocab tests, Brainpop quizzes, maps, Connect Ed assessments and worksheets

Unit 4 Lesson 3	5.1.5, 5.1.6, 5.1.8, 5.3.8, 5.3.11,	Settling the Middle colonies of New York, Pennsylvania, Delaware, and New Jersey. Reasons for settling each colony, Founder of the colonies, conflict between English and Dutch	Pages 120-123, maps of Middle Colonies, Brainpop, worksheets from Connect Ed, and Enchanted Learning	Proprietors, diversity	Vocab tests, Brainpop quizzes, maps, Connect Ed assessments and worksheets
Unit 4 Lesson 4	5.1.5, 5.1.6, 5.1.8, 5.3.8, 5.3.11,	Settling the Southern Colonies, Virginia, Maryland, North and South Carolina and Georgia. Reasons for settling each one, Founder of each colony.	Pages 124-127, map of southern colonies, Brainpop, worksheets from Connect Ed and Enchanted learning	Thirteen colonies NCA, frontier, Act, profit, debt	Vocab tests, Brainpop quizzes, maps, comparison sheet of different groups of colonies. Connect Ed assessments and worksheets
Unit 4 Lesson 5	5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.18, 5.3.8, 5.3.11, 5.4.2, 5.4.3, 5.4.5.4.7,	Life in the colonies: government, economy, education, recreation, daily life and trade with Native Americans, supply and demand. Brainpop	Pages 128-137 Comparison between each colony and their daily life of government and economy	Assembly, market economies, barter, occupation	Vocab tests, Brainpop quizzes, maps, comparison of government, economies, and daily life of colonies. Connect Ed assessments and worksheet
Unit 4 Lesson 6	5.2.8, 5.3.9,	Slavery and the Triangular Trade, introduction of slavery, Impact and role of slavery, concept that anyone could become a slave, even king of a country.	Pages 138-145, map of triangular trade, picture of slave ship, large plantations and need for slaves, videos on slavery	Indentured servants	Vocab tests, Brainpop quizzes, maps, comparison of states who favored slavery and those who did not and daily life of colonies. Connect Ed assessments and worksheets

Curriculum Mapping
Social Studies – 5th Grade
 3rd Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 5 Review	5.4.1, 5.4.2, 5.4.7,	Go back to the Native American lessons and review. The native Americans traded with the French and later with the British. This caused conflict between the 2 countries. French traders lived with Native Americans and treated them as equals, however the British paid more for the furs.	Pg 96, 134, worksheets over fur trade from Connect Ed of Enchanted Learning	Review words Barter, profit, debt	Worksheets
Unit 5 Lesson 1	5.1.4	France increases their land in North America which causes conflicts between the French and the British as one tries to take the other country's land.	Page 158,159 Maps of countries and claimed land.	Tributaries, Treaty	Labeling of maps, vocab test, worksheets
Unit 5 Lesson 1 cont.	5.1.9	British sent George Washington to ask the French to leave. French refused. Washington goes back with a group of men. They meet up with Native Americans under the leadership of Half King. Half King murders the French captain. When Washington surrenders at Fort Necessity he signs a document in French that he assassinated the French officer. Brainpop	Pages 160-161 Interactive CD of George Washington which explains the French and Indian War as the precursor to the American Revolution	rivalry	Test over French and Indian War, Brainpop quiz, worksheets
Unit 5 Lesson 1 cont	5.1.9, 5.1.10	King George in order to pay for the French and Indian War begins to tax colonists. He would pass a tax, the colonists would boycott and King George would repeal the tax. This led to the Boston Massacre and the Boston Tea Party	Pages 162-163, worksheets over Boston Massacre and Boston Tea Party, activities from American Revolution pocket book	Boycott, repeal	Worksheets and this information will be included in test of the American Revolution

Lesson 5 Lesson 2	5.1.10, 5.1.11,	Early Battles of the American Revolution: Lexington and Concord, Fort Ticonderoga, Bunker Hill. Decision of colonists to become Patriots or Loyalist. Declaration of Independence was written at the Continental Congress, Brainpop	Pages 164-171 Book over Lexington and Concord, Activities from American Revolution pockets book (Battle of Bunker Hill, etc.) Book of Declaration of Independence-review field trip	Militia, Loyalists, Patriots	Worksheets and this information will be included in test of the American Revolution, Brainpop quiz
Unit 5, Lesson 3	5.1.13, 5.4.3, 5.4.7, 5.4.8	Strengths and Weakness of both the British and American Armies, Women and their part in the war effort, and problems with money shortages, profiteering and inflation	Pages 172-177 Coloring book over women in Revolution with information and picture, pictures of different uniforms in Revolution	Mercenaries, inflation, profiteering	Worksheets and this information will be included in test of the American Revolution
Unit 5, Lesson 4	5.1.12, 5.1.18	George Washington's trouble with soldiers, Battle of Saratoga (turning point in the war), winter at Valley Forge, where Baron Von Steuben and Marquis de Lafayette came to Valley Forge to train soldiers. Battle of Yorktown which ended the war.	Pages 178-185, Battle maps, worksheets	Desert, spy, blockade	Final test over the American Revolution, worksheets

Curriculum Mapping
Social Studies – 5th Grade
 4th Nine Weeks

Unit Chapter Lesson	Indiana Standard(s)	Key Concepts	Resources/Activities	Vocabulary	Assessments
Unit 6, Lesson 1	5.1.14, 5.1.20, 5.2.4, 5.1.15	<p>Founding the Nation, difference between primary and secondary sources. New country of the United States came up with a form of government. Articles of Confederation were written in 1777 and finally ratified by all states in 1781. Articles of Confederation did not work. Every state had their own laws, money, and national government had no say in taxes—every state did their own. When former soldiers were being thrown in jail for not being able to pay their bills because they had paper money that was no good, Shays Rebellion erupted, National Government did pass the Northwest Ordinance and opened up the Northwest Territory. Delegates came up with idea of Federalism</p>	Pages 190-205, activities from constitution pocket book. (make a lap book)	Constitution NCA, ratify, delegates	Vocab Test, charts in social studies book, worksheets
Unit 6, Lesson 2	5.2.1, 5.2.3, 5.2.7, 5.2.6	<p>Preamble, key concepts and writing the constitution separating the powers of the country. Checks and balances so no one branch becomes too powerful. Amending the constitution</p>	Pages 206-215, Simulation over bills and how they become a law, worksheets over branches of government, Brainpop	Veto, appeal, Federalism, amendment, Executive Branch NCA, Legislative Branch NCA, impeach	Worksheets from simulation, Brainpop quiz

Unit 6, Lesson 3	5.2.4, 5.1.16	Convincing states to ratify the constitution. Also adding the Bill of Rights in order to get the constitution passed.	Pages 216-221, Explaining the process of getting the Constitution ratified, debate between Federalists and Anti-Federalists, Adding the Bill of Rights in order to be ratified	Guaranteed, submit	Worksheets, Venn diagram, map on ratification
Unit 6, Lesson 4	5.2.6	Amendments to the Constitution, expanding the people who are eligible to vote	Pages 222-228 Discussion of amendments and why they were needed.	Fundamental, press, due process,	Test using constitution folder
Unit 6, Lesson 5	5.2.6, 5.2.9, 5.2.10, 5.2.8	Civic responsibilities and participation: then and now, elected offices and running of campaigns	Discussion of civic responsibilities such as jury duty, going above and beyond such as volunteering. Also how to run for office	Campaign NCA, responsibilities, politics,	Class election, test over civic responsibility, worksheets
Unit 7, Lesson 1		Westward Expansion Don't typically get this far	Pages 238-251, Colonists moving west and the Louisiana Purchase	Pioneers, expedition	Vocab test
		DOG and Brainpops are used all throughout the year			

5th Grade Social Studies Standard Descriptions

Standard 1 History

Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge

Ways of Life Before and After the Arrival of Europeans to 1610

5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.

Examples: The Anasazi (100 B.C./B.C.E. – 1300 A.D./C.E.) and Mississippian culture at Cahokia (600 A.D./C.E. – 1400 A.D./C.E.)

5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.

Examples: The Viking explorations and settlements in Greenland and North America; Spanish expeditions by Christopher Columbus, Hernán Cortés, Hernando de Soto and Francisco Vásquez de Coronado; expeditions by French explorers Jacques Cartier and Samuel de Champlain; and expeditions for England and Holland by explorers Henry Cabot, Henry Hudson and John White

5.1.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.

Examples: Compare styles of housing, settlement patterns, sources of food and clothing, customs and oral traditions, political and economic organization, and types and uses of technology.

5.1.4 Locate and compare the origins, physical structure and social structure of early Spanish, French and British settlements.

Examples: St. Augustine, Roanoke Island, Santa Fe and Jamestown

Colonization and Settlements: 1607 to 1763

5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.

Examples: Puritans fleeing religious persecution, search for wealth by the French and Spanish, debtor settlements in Georgia and the African slave trade

5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists

Examples: In agriculture, trade, cultural exchanges, military alliances, and massacres.

5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern) and describe the political, social, and economic organization and structure of each region.

Examples: Slavery, plantations, town meetings and town markets

5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.

Examples: John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, George Whitefield and William Penn

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The American Revolution: 1763 to 1783

5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution

Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.

- 5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- 5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.
Examples: People: King George III, Lord Charles Cornwallis, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine and General George Washington;
Events: Boston Tea Party, the Battle of Lexington and Concord, publication of *Common Sense*, First and Second Continental Congresses, and drafting and approval of the Declaration of Independence (1776)
- 5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution
Examples: Benjamin Franklin's negotiations with the French, the French navy, the Netherlands, the Marquis de Lafayette, Tadeusz Kosciuszko, Baron Friedrich Wilhelm von Steuben
- 5.1.13 Identify contributions of women and minorities during the American Revolution.
Examples: Abigail Adams, Martha Washington, Mercy Otis Warren, Molly Pitcher, Phillis Wheatley, Deborah Sampson, James Armistead and Joseph Brant
- 5.1.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships and the achievement of independence by the United States.

Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800

- 5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme law of the land. Identify people who were involved in its development.
Examples: George Washington, James Madison, George Mason and Alexander Hamilton, Great Compromise, 3/5 Compromise
- 5.1.16 Describe the origins and drafting of the Bill of Rights, ratified in 1791.
- 5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.
Examples: Beliefs of Thomas Jefferson and Alexander Hamilton about the role of the federal government, The elections of George Washington (1789 & 1792), the election of John Adams (1796), and the election of Thomas Jefferson (1800)

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

- 5.1.18** Create and interpret timelines showing major people, events and developments in the early history of the United States from 1776-1801.
- 5.1.19** Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events
Examples: Johnny Tremain by Esther Forbes, The Fighting Ground by Avi, and George vs. George by Rosalyn Schanzer
- 5.1.20** Using primary* and secondary sources* to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.
Examples: Issues regarding quartering of troops, separation from Britain, issues regarding the origins of slavery in the colonies, and the controversy over the presidential election of 1800
- **primary source:** developed by people who experienced the events being studied (i.e., autobiographies, diaries, letters and government documents)
 - **secondary source:** developed by people who have researched events but did not experience them directly (i.e., articles, biographies, Internet resources and nonfiction books)
- 5.1.21** Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.
Examples: Use the Library of Congress American Memory digital collection to analyze the controversy and debate about the ratification of the United States Constitution.
- 5.1.22** Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.
Examples: Paul Revere, John Singleton Copley, Phyllis Wheatley and Benjamin Franklin

Standard 2 Civics and Government

Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.

Foundations of Government

- 5.2.1** Summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.
- 5.2.2** Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents.
Examples: The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639)

- **limited government:** the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights

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5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government and democratic practices.

Examples: Town meetings in New Hampshire, colonial legislative bodies in Virginia and Massachusetts, and charters on individual freedoms and rights in Rhode Island and Connecticut

5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights.

Example: Union*, popular sovereignty*, republican government* (representative government), constitutional government* (constitutionalism), federal government (national government), federalism* and individual rights*

- **union:** an alliance of citizens, colonies, states or other entities for mutual interest or benefit
- **popular sovereignty:** government by consent of the governed who are the source of all authority in their government
- **republican government:** type of government in which power is exercised by representatives chosen by the people
- **constitutional government:** powers of government are distributed according to provisions of a constitution or supreme law, which effectively limits or restrains the exercise of power
- **federalism:** type of government in which power is divided between a federal or national government and the states, such as the states of the United States
- **individual rights:** personal, political and economic rights possessed equally by each person

5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.

Examples: The right to associate with whomever one pleases; the right to practice the religion of one's choice; the right to vote, speak freely and criticize the government; the right to due process; and the right to be protected from unreasonable search and seizure

Functions of Government

5.2.6 Describe the primary and general election process for local, state and national offices, including those used to select congressional and presidential office holders.

5.2.7 Identify the three branches of the United States government and explain the functions of each.

Examples: Separation of powers, shared powers, and checks and balances involving the legislative (law making), executive (law enforcing) and judicial (law interpreting) branches of government

Roles of Citizens

5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.

5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting and participation in the election process.

5.2.10 Use a variety of information resources* to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Examples: Proper use of the Internet, smoking in public places, payment of property taxes, development of highways and housing on historic lands.

- **information resources:** print media, such as books, magazines and newspapers; electronic media, such as radio, television, Web sites and databases; and community resources, such as individuals and organizations

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Standard 3 Geography

Students describe the influence of the Earth/sun relationship on climate and use global grid systems; identify regions; describe physical and cultural characteristics; and locate states, capitals and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.

The World in Spatial Terms

5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Places and Regions

5.3.2 Identify and describe cultural and physical regions of the United States

5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.

5.3.4 Identify Native American Indian and colonial settlements on maps and explain the reasons for the locations of these places.

Examples: Near bodies of water, on lowlands, along a transportation route and near natural resources or sources of power

Physical Systems

5.3.5 Locate the continental divide and the major drainage basins in the United States.

5.3.6 Use maps to describe the characteristics of climate regions of the United States.

5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.

Human Systems

5.3.8 Explain how the Spanish, British and French colonists altered the character and use of land in early America.

5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.

5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, etc.) locate and explain the conflict over the use of land by Native American Indians and the European colonists.

Examples: Explain how economic competition for resources, boundary disputes, cultural differences and

control of strategic locations contributed to these conflicts.

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Environment and Society

5.3.11 Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

Examples: Plains people's dependence on bison; dependence on fishing by people living in the Northeast and Pacific Northwest; choice of building materials and style of construction such as sod houses, longhouses and dugouts

5.3.12 Describe and analyze how specific physical features influenced historical events and movements.

Examples: George Washington's headquarters at Valley Forge, Francis Marion's campaign based from South Carolina's swamps and George Rogers Clark's campaign in the Ohio Valley

Standard 4 Economics

Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.

5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.

5.4.2 Summarize a market economy* and give examples of how the colonial and early American economy exhibited these characteristics.

Example: Private ownership, markets, competition and rule of law

- **market economy:** An economic system where decision about what to produce, how to produce, and to whom to allocate goods and services are made primarily by individuals and businesses. In a market economy, prices are determined by the interaction of consumers and producers in markets.

5.4.3 Define types of trade barriers*.

- **trade barriers:** policies that hinder trade such as tariffs, quotas or embargos

5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.

5.4.5 Explain how education and training, specialization and investment in capital resources* increase productivity*.

- **capital resources:** goods, such as tools, buildings and equipment, used in production
- **productivity:** the amount of goods and services produced in a period of time divided by the productive resources used

5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence.

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5.4.7 Predict the effect of changes in supply* and demand* on price.

- **supply:** what producers are willing and able to sell at various prices
- **demand:** what consumers are willing and able to buy at various prices

5.4.8 Analyze how the causes and effects of changes in price of certain goods* and services* had significant influence on events in United States history.

Example: The price of cotton, the price of beaver pelts and the price of gold all are related to specific events and movements in the development of the United States.

- **goods:** tangible objects, such as food or toys, that can satisfy people's wants
- **services:** actions that someone does for someone else, such as dental care or trash removal

5.4.9 Explain the purpose and components of a personal budget and compare factors that influence household saving and spending decisions in early United States history and today.