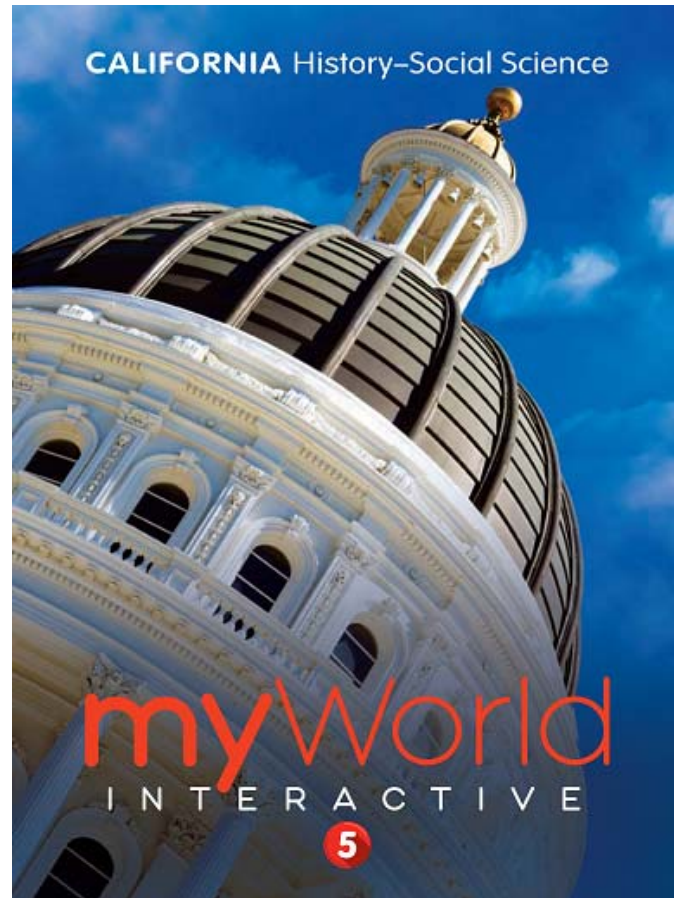


Pearson California History-Social Science Grade 5



California Standards Map 2017 History - Social Science Adoption

Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade 5, Student Edition Plus Digital Course

Components: Student Edition (SE), Activity Guide (AG)

**Standards Map – 2017 History–Social Science Adoption
Grade Five – United States History and Geography: Making a New Nation**

Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people that has gone through a revolution that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course, and consequences of the early explorations through the War for Independence and western expansion is central to students’ fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
5.1	Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	SE pp. 8-9 SE p. 34			
5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	SE pp. 8-9 SE p. 9 Reading Check #2 SE p. 11 SE p. 12 SE p. 34			
5.1.2	Describe their varied customs and folklore traditions.	SE pp. 17-22 SE p. 23 Lesson Check #6 SE pp. 24-25			

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			Y	N	
5.1.3	Explain their varied economies and systems of government.	SE pp. 26-27 SE pp. 28-29 SE pp. 30-31 SE pp 32-33 SE p. 39 Assessment #11			
5.2	Students trace the routes of early explorers and describe the early explorations of the Americas.	SE p. 53 SE p. 55 Lesson Check #4 SE p. 60			
5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	SE p. 54 SE p. 59 SE p. 63			
5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	SE pp. 59-63 SE p. 99 SE p. 109			
5.2.3	Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.	SE p. 60 SE p. 63 SE pp. 150-151 SE p. 151 Reading Check #2			

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			Y	N	
5.2.4	Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	SE p. 84 SE p. 89 SE p. 91 SE p. 93 SE p. 120 SE p. 120 Reading Check #3 SE p. 134 SE p. 332			
5.3	Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	SE pp. 28-29 SE pp. 95-96 SE p. 96 Reading Check #5 SE pp. 99-100 SE pp. 103-104 SE p. 111 SE p. 113 SE pp. 117-119 SE p. 122			
5.3.1	Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	SE pp. 88-123			

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			Y	N	
5.3.2	Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).	SE p. 111 SE p. 113 SE p. 118 SE p. 119 SE p. 121 SE p. 122 SE p. 126 SE pp. 169-170 SE p. 171 SE pp. 174-178 SE p. 175 Reading Check #1 SE p. 223 SE pp. 256-257			
5.3.3	Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War).	SE p. 171 SE p. 172 SE p. 173 Lesson Check #4, 5, 6 SE pp. 174-178			
5.3.4	Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).	SE pp. 321-322 SE p. 322 Reading Check #1 SE pp. 334-335 SE p. 336 SE p. 337 Lesson Check #6, #8 SE p. 353 Assessment #6			
5.3.5	Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).	SE p. 119			

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			Y	N	
5.3.6	Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	SE pp. 177-178 SE pp. 321-322 SE p. 331 SE pp. 333-336 SE p. 337 Reading Check #5			
5.4	Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	SE pp. 90-93 SE p. 101 SE pp. 104-105 SE pp. 111-113 SE pp. 141-143 SE p. 152 SE p. 152 Reading Check #3 SE p. 153			
5.4.1	Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.	SE p. 110 SE pp. 139-140 SE pp. 169-170			
5.4.2	Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).	SE pp. 102-103 SE p. 110 SE pp. 112-113 SE p. 141-142 SE p. 143 SE p. 144			
5.4.3	Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).	SE p. 102 SE pp. 112-113 SE p. 143 SE p. 144			

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			Y	N	
5.4.4	Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.	SE pp. 154-155			
5.4.5	Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.	SE pp. 104-105 SE p. 110 SE pp. 117-119 SE p. 121 SE pp. 150-151 SE pp. 153-154			
5.4.6	Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.	SE p. 159 SE p. 160 SE pp. 161-163 SE pp. 164-165 SE pp. 342-345			
5.4.7	Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	SE pp. 104-105 SE p. 110 SE p. 114			
5.5	Students explain the causes of the American Revolution.	SE pp 201-207 SE pp. 232-233 SE p. 236			

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			Y	N	
5.5.1	Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	SE pp. 193-198 SE pp. 201-207			
5.5.2	Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.	SE p. 202 SE pp. 206-207 SE p. 213			
5.5.3	Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.	SE p. 180 SE pp. 214-217			
5.5.4	Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	SE p. 180 SE pp. 193-194 SE p. 201 SE pp. 206-207 SE pp. 212-213 SE pp. 215-218 SE p. 236 SE p. 238			
5.6	Students understand the course and consequences of the American Revolution.	SE pp. 224-229 SE pp. 234-236			

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			Y	N	
5.6.1	Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.	SE pp. 223-225 SE pp. 232-235 SE p. 239			
5.6.2	Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Kościuszko, Baron Friedrich Wilhelm von Steuben).	SE pp. 225-226 SE p. 228 SE pp. 232-236			
5.6.3	Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).	SE pp. 227-229 SE p. 290			
5.6.4	Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.	SE p. 223 SE pp. 228-229 SE pp. 234-235 SE p. 242 Assessment #12			
5.6.5	Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.	SE pp. 260-261			

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			Y	N	
5.6.6	Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.	SE pp. 255-257			
5.6.7	Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.	SE p. 218 SE p. 228			
5.7	Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	SE pp. 261-266 SE pp. 272-279 SE pp. 283-289			
5.7.1	List the shortcomings of the Articles of Confederation as set forth by their critics.	SE pp. 251-257			
5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	SE pp. 260-269 SE pp. 272-279 SE pp. 283-288			
5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	SE pp. 272-279			

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			Y	N	
5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	SE pp. 261-269 SE pp. 272-279			
5.7.5	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	SE pp. 267-279 SE pp. 274-278 SE p. 283 SE p. 285 SE p. 288			
5.7.6	Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).	SE p. 324 SE p. 327 Lesson Check #6 SE p. 372			
5.8	Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	SE pp. 313-316 SE pp. 341-342 SE pp. 366-369 SE pp. 370-374 SE pp. 376-379 SE pp. 382-384 SE p. 388			
5.8.1	Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).	SE pp. 313-314 SE pp. 341-342 SE p. 354 Assessment #11 SE pp. 366-369			

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			Y	N	
5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	SE p. CA15 SE pp. 366-369 SE pp. 380-384 SE p. 388			
5.8.3	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	SE pp. 316-319 SE pp. 378-379			
5.8.4	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	SE pp. 313-314 SE pp. 356-361 SE pp. 382-389 SE p. 404 Assessment #10			
5.8.5	Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	SE pp. 373-374 SE pp. 380-381 SE pp. 387-388			
5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	SE pp. 372-381 SE pp. 383-385			
5.9	Students know the location of the current 50 states and the names of their capitals.	SE pp. CA10- CA11 SE pp. R28-R29			

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			Y	N	
Historical and Social Sciences Analysis Skills					
The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed <i>only in conjunction with</i> the content standards in kindergarten through grade five.					
<i>In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.</i>					
	CHRONOLOGICAL AND SPATIAL THINKING				
(1)	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.	SE pp. 56-57 SE pp 74-75 SE pp. 84-85 SE pp. 358-359			
(2)	Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation</i> .	SE pp. 56-57 SE p. 74			
(3)	Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.	SE pp. 28-29 SE p. 33 Lesson Check #3 SE p. 139 SE pp.148-149 SE p. 183 Assessment #6 SE p. 384			
(4)	Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.	SE pp. CA8-CA17 SE pp. 14-15 SE p. 150 SE p. 182 Assessment #3 SE p. 202 Reading Check #2			
(5)	Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.	SE p. CA8 SE p. CA10 SE pp. 51-52 SE p. 94 Reading Check #4 SE pp.150-151			

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			Y	N	
	RESEARCH, EVIDENCE, AND POINT OF VIEW				
(1)	Students differentiate between primary and secondary sources.	SE pp. CA23-CA27 SE p. 376 Reading Check #2			
(2)	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.	SE pp. CA25-CA26 SE p. 32 SE p. 59 Reading Check #1 SE pp. 106-107 SE p. 130 Assessment #10 SE pp. 220-221 SE p. 242 Assessment #11 SE p. 316 SE pp. 398-399			
(3)	Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.	SE pp. 390-391 SE p. 404 Assessment #10, #11			
	HISTORICAL INTERPRETATION				
(1)	Students summarize the key events of the era they are studying and explain the historical contexts of those events.	SE p. 113 Lesson Check #6 SE pp. 258-259 SE p. 265 Reading Check #3 SE p. 337 Lesson Check #6			
(2)	Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.	SE pp. CA8-CA9 SE p. CA14 SE pp. 34-35 SE pp. 148-157			

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(3)	Students identify and interpret the multiple causes and effects of historical events.	SE p. 172 SE p. 179 SE p. 199 Lesson Check #4 SE p. 209 Lesson Check #8 SE pp. 230-231 SE p. 379 Reading Check #4			
(4)	Students conduct cost-benefit analyses of historical and current events.	SE pp. 360-361 SE pp. 370-371 SE p. 389 Lesson Check #7 SE p. 405			
Appendix					

California Department of Education
January 2017