

Section II - Fifth Grade

The following is a list of fifth grade state content standards. Please use the scale shown above each group of items. There are no right or wrong answers, so please respond to each item with your best assessment of your current practice and beliefs.

Fifth Grade History-Social Science Content Standards United States History and Geog- raphy: Making a New Nation	Does your classroom instruction and the curriculum materials you currently use prepare students to do the following?				Why? Explain your response to the previous question (Check no more than two)					How Important?
	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Ma- terials	Significance of Topic	My Con- tent Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How i- mportant is this stan- dard to student un- derstanding of American History?
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.										
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.	0	3	4	1	6	5	2	0	0	N=7
	0%	38%	50%	13%	46%	38%	15%	0%	0%	Median=3 Mean=3.57
5.1.3 Explain their varied economies and systems of government.	0	5	1	0	3	1	0	0	0	N=3
	0%	83%	17%	0%	75%	25%	0%	0%	0%	Median=3 Mean=3.33
5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.										
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, gunpowder).	1	2	5	0	5	4	1	2	0	N=8
	13%	25%	63%	0%	42%	33%	8%	17%	0%	Median=3 Mean=3.50
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).	1	3	4	0	6	3	0	2	2	N=8
	13%	38%	50%	0%	46%	23%	0%	15%	15%	Median=4 Mean=3.75

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Ma- terials	Significance of Topic	My Con- tent Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How im- portant is this stan- dard to student un- derstanding of American History?
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.	1	4	3	0	4	5	1	2	0	N=8
	13%	50%	38%	0%	33%	42%	8%	17%	0%	Median=3 Mean=3.25
5.3 Students describe the cooperation and conflict that existed among the American Indians and be tween the Indian nations and the new settlers.										
5.3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.	1	4	3	0	4	3	0	2	0	N=8
	13%	50%	38%	0%	44%	33%	0%	22%	0%	Median=3.5 Mean=3.50
5.3.2 Describe the cooperation that existed between the colonists and In- dians during the 1600s and 1700s (e.g., in agriculture, the fur trade, mili- tary alliances, treaties, cultural inter- changes).	1	3	3	1	4	4	1	2	0	N=8
	13%	38%	38%	13%	36%	36%	9%	18%	0%	Median=4 Mean=3.88
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.										
5.4.5 Understand how the British co- lonial period created the basis for the development of political self- government and a free-market eco- nomic system and the differences be- tween the British, Spanish, and French colonial systems.	1	3	3	1	3	4	1	2	0	N=7
	13%	38%	38%	13%	30%	40%	10%	20%	0%	Median=4 Mean=4.14
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.	0	2	5	1	4	5	1	0	1	N=8
	0%	25%	63%	13%	36%	45%	9%	0%	9%	Median=5 Mean=4.75

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	Not at All	Only Slightly	Moderately Well	Well	Time	Resources and Ma- terials	Significance of Topic	My Con- tent Knowledge	Student Interest	On a scale of 1 (low) to 5 (high) How im- portant is this stan- dard to student un- derstanding of American History?
5.5 Students explain the causes of the American Revolution.										
5.5.1 Understand how political, re- ligious, and economic ideas and inter- ests brought about the Revolu tion (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).	0	1	7	0	6	3	1	1	0	N=7
	0%	13%	88%	0%	55%	27%	9%	9%	0%	Median=5 Mean=4.71
5.6 Students understand the course and consequences of the American Revolution.										
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.	0	4	4	0	6	5	0	1	0	N=7
	0%	50%	50%	0%	50%	42%	0%	8%	0%	Median=4 Mean=4
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.	0	4	4	0	6	4	0	2	0	N=7
	0%	50%	50%	0%	50%	33%	0%	17%	0%	Median=4 Mean=4.29
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.										
5.7.1 List the shortcomings of the Ar- ticles of Confederation as set forth by their critics.	1	3	4	0	4	3	0	2	0	N=7
	13%	38%	50%	0%	44%	33%	0%	22%	0%	Median=4 Mean=4.14
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.	1	1	5	1	4	3	1	1	0	N=6
	13%	13%	63%	13%	44%	33%	11%	11%	0%	Median=5 Mean=4.67

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United States History and Geography: Making a New Nation										
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.										
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).	2	2	3	0	4	3	0	3	0	N=5
	29%	29%	43%	0%	40%	30%	0%	30%	0%	Median=4 Mean=4.20
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).	1	4	2	0	4	2	0	2	0	N=5
	14%	57%	29%	0%	50%	25%	0%	25%	0%	Median=3 Mean=3.60
5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.	3	2	2	0	5	2	0	2	1	N=5
	43%	29%	29%	0%	50%	20%	0%	20%	10%	Median=4 Mean=4.20