

Standards for Grade 5

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 population: who was already here, when and from where others arrived, and why people 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.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester	

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity	4: Dignity and Work Rights of Workers
2: Human Rights	5: Option for the Poor
3: Call to Family and Community	6: Global Solidarity
	7: Care for God's Creation

Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts	M: mathematics	SC: science
FA: fine arts	T: technology	O: other

Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate #PA: Partially adequate #NA: Not Adequate

Assessment – Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught M: Minimal Emphasis B: Basic Emphasis S: Strong Emphasis

Assessment – Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a *few* of the students are proficient 2: About *half* of the students are proficient 3: *Most* of the students are proficient

Grade 5 - Standard 1

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, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
4.5.1 how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
4.5.2 the varied customs and folklore traditions	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
4.5.3 the varied economies and systems of government	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 5 - Standard 2

5.2 Students trace the routes and describe the early explorations of the Americas, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

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A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I				R	A	
5.2.1 the entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
5.2.2 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., agriculture, the Protestant Reformation, the Spanish Reconquista)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
5.2.3 the routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				
5.2.4 land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1	
	Q2	Tr2	1	2	LA	PA	M	2	
	Q3	Tr3	3	4	M	NA	B	3	
	Q4		5	6	SC		S		
			7		T				
					FA				
					O				

Grade 5 - Standard 3

5.3 Students describe the cooperation and conflict that existed among the Indians and between the Indian nations and the new settlers, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
5.3.1 the competition among the English, French, Spanish, Dutch, and Indian Nations for control of North America	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.3.2 the cooperation that existed between the Spanish, Dutch, and Indian Nations for control of North America	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.3.3 the conflicts before the Revolutionary War Spanish, Dutch, and Indian Nations for control of North America	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.3.4 the role of broken treaties and massacres and Spanish, Dutch, and Indian Nations for control of North America	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.3.5 the internecine Indian conflicts, including the Spanish, Dutch, and Indian Nations for control of North America	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

5.3.6 the influence and achievements of significant Spanish, Dutch, and Indian Nations for control of North America	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

Grade 5 - Standard 4

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:

Legend

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R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
5.4.1 the influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.4.2 the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.4.3 the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.4.4 the significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration and free exercise	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

5.4.5 how the British colonial period created the basis for the development of political self-government and a free market economic system, unlike Spanish and French colonial rule	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
5.4.6 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
5.4.7 the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 5 - Standard 5

5.5 Students explain the causes of the American Revolution, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught **M**=minimal emphasis **B**=basic **S**=strong

A: Degree of mastery 1= few students are proficient **2:** ±half proficient **3:** most proficient

Benchmarks	T		I			R	A	
5.5.1 how political, religious, and economic ideas the views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
5.5.2 the significance of the first and second Continental Congress and the Committees of Correspondence	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
5.5.3 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	
5.5.4 the views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

Grade 5 - Standard 6

5.6 Students explain the causes of the American Revolution, in terms of:

Legend

T: Timeline: Q=quarter Tr=trimester I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7 I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other R: Resources: A=adequate PA=partially adequate NA=not adequate A: Degree of teaching emphasis 0: not taught M= minimal emphasis B= basic S= strong A: Degree of mastery 1= few students are proficient 2: ± half proficient 3: most proficient									
Benchmark	T		I			R	A		
5.6.1 identifying and mapping 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	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	
5.6.2 the contributions of France and other nations and 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, Marquis de Lafayette, Kosciuszko, Baron von Steuben,)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	
5.6.3 the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren)	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	
5.6.4 5.6.4. the personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	
5.6.5 how state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	
5.6.6 the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3	

5.6.7 how the ideals of the Declaration of Independence changed the way people viewed slavery	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

Grade 5 - Standard 7

5.7. Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:

Legend

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Benchmarks	T		I			R	A	
5.7.1 the shortcomings set forth by the Articles of Confederation's critics	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.7.2 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.7.3 the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.7.4 how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, those reserved to the states	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.7.5 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	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

5.7.6 the songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

Grade 5 - Standard 8

5.8. Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:

Legend

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Benchmarks	T		I			R	A	
5.8.1 the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.8.2 the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.8.3 the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, John Fremont)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
5.8.4 the experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

5.8.5 the continued migration of Mexican settlers into Mexican territories of the West and Southwest	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3
5.8.6 how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War	Q1 Q2 Q3 Q4	Tr1 Tr2 Tr3	<u>ST</u> 1 3 5 7	<u>ST</u> 2 4 6	<u>OS</u> LA M SC T FA O	A PA NA	0 M B S	1 2 3

Grade 5 - Standard 9

5.9. Students know the location of the current 50 states and the names of their capitals

Legend

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Benchmarks	T		I			R	A	
5.9.1 The standard is the benchmark	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T			
					FA			
					O			

<p style="text-align: center;">Historical and Social Sciences Analysis Skills Grades K-5</p>

PLEASE NOTE

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
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
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

Research, Evidence and Point of View

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

Historical Interpretation

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events