



Functional Independence Social Studies Extended Grade Level Content Expectations GRADE 5 (January 2014)

This document includes the social studies Grade Level Content Expectations (GLCEs) taken from the Michigan Department of Education’s document, entitled *Social Studies Grade Level Content Expectations, Grades K-8 (V.12/07)*. It also shows how Michigan educators extended the GLCEs for the student population taking the MI-Access Functional Independence (FI) social studies assessments.

HOW TO USE THIS DOCUMENT				
Grade Level Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p><i>This column shows the original GLCEs. Each GLCE has a unique code, such as 5 – U.1.2.3. Using this code as an example,</i></p> <ul style="list-style-type: none"> • 5 = the grade, • U = the standard category (in this case U.S. History and Geography), • 1 = the era or process, • 2 = the standard, and • 3 = the expectation. 	<p><i>This column indicates the level at which the GLCE is assessed for the general education population, as indicated in the Social Studies Alignment Project Clarification Document. It will either have a “C” for “classroom and district level,” or an “S” for “classroom, district, and state level.”</i></p> <p><i>Only the GLCEs assessed at the state level were extended for the FI population.</i></p>	<p><i>This column indicates the level at which the extended GLCE (EGLCE) is assessed for the FI population.</i></p> <p><i>If this column has an “S,” it means the EGLCE is state assessable. If it has an “NA,” it either means (1) the original GLCE was classroom/district assessable and, therefore, was not extended for the FI population, or (2) the educators involved in the extension process determined it was not appropriate to assess the FI population on the GLCE at the state level, even after extension.</i></p> <p><i>In these instances, “NA” will also appear in the “Key Concepts” and “Extended GLCE” columns.</i></p>	<p><i>This column includes the key concepts measured by the EGLCE. To prepare this information, Michigan educators first reviewed the “Sample Responses to the Focus Questions” in the Social Studies Alignment Project Clarification Document and used that information to craft similar statements related specifically to the GLCE as extended.</i></p>	<p><i>This column contains the EGLCE as defined by Michigan educators. It reflects their best judgment regarding how the original, state-assessable GLCE should be reduced in depth, breadth, and complexity for the FI student population.</i></p> <p><i>Each EGLCE has a unique code, such as U.1.FI.05.EG2.3. Using this code as an example,</i></p> <ul style="list-style-type: none"> • U = the standard category (in this case U.S. History and Geography), • 1 = the era or process, • FI = the MI-Access population assessed, • 05 = the grade assessed, • EG = extended GLCE, • 2 = the standard, and • 3 = the expectation. <p><i>The coding was designed to reflect both the original social studies GLCE coding and coding for the existing MI-Access EGLCEs for English language arts, mathematics, and science.</i></p>

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
USHG ERA 1 BEGINNINGS TO 1620				
STANDARD: U1.1 American Indian Life in the Americas				
Describe the life of peoples living in North America before European exploration.				
5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (<i>National Geography Standard 1, p. 144</i>)	S	S	Prior to European exploration, American Indian peoples lived in four key regions of the country. We can locate these peoples and regions (peoples in the Desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the Woodland peoples east of the Mississippi River) using maps and other geographic technologies.	U.1.FI.05.EG1.1 Locate on a basic, historically accurate United States map one of the regions in which American Indian peoples lived (Desert Southwest, Pacific Northwest, Great Plains, or Eastern Woodland).
5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (<i>National Geography Standard 14, p. 171</i>)	S	S	American Indians provide many good examples of how people adapt to or change the environment in which they live. For example, the American Indians in the Desert Southwest used cave dwellings for shelter and protection. The American Indians of the Pacific Northwest used the forest and waterways for shelter and transportation. The American Indians in the Great Plains relied heavily on buffalo for food and used their skin to make clothing and shelters.	U.1.FI.05.EG1.2 Demonstrate an understanding of how American Indians (Desert Southwest, Pacific Northwest, or Great Plains) adapted to or modified their environment (e.g., clothing, shelter, food, transportation, etc.).

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (<i>National Geography Standard 11, p. 164, C, E</i>)</p>	S	S	<p>American Indians are an important part of our past, and we can benefit from understanding how different groups lived.</p> <p>Eastern Woodland Indians, for example, were known for establishing trade relationships among and within tribes (that is, they exchanged the goods they had for the goods they wanted or needed).</p> <p>In Michigan, American Indians from the Upper Peninsula of Michigan traded copper with other Indian peoples in Michigan and throughout the Great Lakes Region for food and clothing.</p> <p>Eastern Woodland American Indians also believed that land belonged to the group or tribe, not to the individual. Each clan reserved land usage rights for its own territory.</p> <p>In terms of family structure, American Indians respected their elders and had roles that were clearly defined by age and gender.</p>	<p>U.1.FI.05.EG1.3 Identify one or more characteristics of Eastern Woodland American Indians (e.g., where and how they lived, how and with whom they traded, their philosophy about land ownership and use, family structure, and governmental structure).</p>
<p>STANDARD: U1.2 European Exploration</p> <p>Identify the causes and consequences of European exploration and colonization.</p>				
<p>5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (<i>National Geography Standard 1, p. 144, C</i>)</p>	C	NA	NA	NA

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (<i>National Geography Standard 13, p. 169, C, E</i>)</p>	S	S	<p>Once the Europeans came to and began settling in the Americas, the way of life here began to change, for good and for ill. It is important to understand both sides of this equation.</p> <p>Europeans came to the Americas primarily to</p> <ul style="list-style-type: none"> • acquire wealth, • spread religion, • gain recognition for themselves and their countries, and • obtain more land. <p>Some of the negative consequences to American Indians of their arrival included</p> <ul style="list-style-type: none"> • the loss of land • the spread of disease/death, and • slavery. 	<p>U.1.FI.05.EG2.2 Demonstrate an understanding of why European explorers came to the Americas and/or the benefits and consequences to American Indians of European exploration.</p>
<p>STANDARD: U1.3 African Life Before the 16th Century</p> <p>Describe the lives of peoples living in western Africa prior to the 16th century.</p>				
<p>5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa). (<i>National Geography Standard 1, p. 144</i>)</p>	S	NA	NA	NA

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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<p>5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (<i>National Geography Standard 10, p. 162</i>)</p>	C	NA	NA	NA
<p>STANDARD: U1.4 Three World Interactions</p> <p>Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian peoples in the late 15th through the 17th century.</p>				
<p>5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (<i>National Geography Standard 10, p. 162</i>)</p>	C	NA	NA	NA

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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<p>5 – U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (<i>National Geography Standard 12, p. 167, C, E</i>)</p>	S	S	<p>American Indians and the Europeans that settled the Americas are an important part of our past, and we can benefit from understanding the different ways in which they lived and interacted with each other and the land.</p> <p>For example, Europeans believed land could be purchased and owned by individuals and that it was theirs to dominate, whereas American Indians believed land belonged to everyone. American Indians also believed that people should only take from nature what was needed and should give back to nature in thanks.</p> <p>Of course, not all Europeans approached living with the American Indians the same way. For example, the British were more interested in controlling the land, but the French were more interested in economics and spreading their religious beliefs. The latter learned and respected the languages and cultures of the tribes.</p>	<p>U.1.FI.05.EG4.2 Demonstrate an understanding of how American Indians and various European settlers lived and interacted with each other and the land. Letters, diary entries, maps, documents, and pictures may be used.</p>
<p>5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (<i>National Geography Standard 10, p. 162, C, E</i>)</p>	S	S	See U.FI.05.EG4.2	See U.1.FI.05.EG4.2

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (<i>National Geography Standard 11, p. 164, E</i>)</p>	S	S	<p>The Columbian Exchange is a term used to describe the widespread movement of plants, animals, food, people, cultures, ideas, and communicable diseases between the eastern and western hemispheres. Products unknown in Europe were brought from the Americas as a result of Columbus’s voyages, beginning inter-continental exchanges. The exchange included the introduction of such goods as tobacco, tomatoes, squash, corn, and potatoes to Europe, while Europeans introduced horses, oranges, and cotton (among other things) to the Americas. Coffee, kola nut, and okra are a few examples of products from Africa.</p>	<p>U.1.FI.05.EG4.4 Identify a benefit or consequence of trade (e.g., new foods, new products, new animals, and new diseases) or a product that was traded among American Indians, Europeans, and Africans during the Columbian Exchange time period.</p>

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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USHG ERA 2 COLONIZATION AND SETTLEMENT (1585 – 1763)				
STANDARD: U2.1 European Struggle for Control of North America				
Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.				
<p>5 – U2.1.1 Describe significant developments in the Southern colonies, including</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • establishment of Jamestown (<i>National Geography Standard 4, p. 150</i>) • development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (<i>National Geography Standard 11, p. 164</i>) • relationships with American Indians (e.g., Powhatan) (<i>National Geography Standard 10, p. 162</i>) • development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>) • development of slavery 	S	S	<p>The colonies developed in different ways, in large part, due to their location and the resources (natural and human) available to them.</p> <p>For example, key developments in the Southern Colonies include the following:</p> <ul style="list-style-type: none"> • the establishment of the Jamestown settlement (the first permanent English settlement in the United States, which prospered because of the tobacco crop, help from American Indians, and strong leadership); • the importance of one-crop economies (such as specialization in tobacco in Virginia and rice in the Carolinas because of long, wet growing seasons and plantation land use focusing on crops for export); and • the development of the institution of slavery in North America (promoted by the need for labor to run large plantations). 	<p>U.2.FI.05.EG1.1 Identify the economic characteristics of the Southern Colonies (e.g., what people did for a living and/or their economic needs).</p>

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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<p>5 – U2.1.2 Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • relations with American Indians (e.g., Pequot/King Phillip’s War) (<i>National Geography Standard 10, p. 162</i>) • growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>) • the development of government including establishment of town meetings, development of colonial legislatures, and growth of royal government (<i>National Geography Standard 13, p. 169</i>) • religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>) 	S	S	<p>The colonies developed in different ways, in large part, due to their location and the resources (natural and human) available to them.</p> <p>For example, key developments in the New England Colonies include the following:</p> <ul style="list-style-type: none"> • the growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies; • the development of government (town meetings and colonial legislatures fostered self-government); and • religious tensions in Massachusetts that led to the establishment of other colonies in New England. 	<p>U.2.FI.05.EG1.2 Identify the economic characteristics of the New England Colonies (e.g., what people did for a living and/or their economic needs).</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U2.1.3 Describe significant developments in the Middle Colonies, including:</p> <ul style="list-style-type: none"> • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>) • the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>) • The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies • immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>) 	S	S	<p>The colonies developed in different ways, in large part, due to their location and the resources (natural and human) available to them.</p> <p>For example, the key developments in the Middle Colonies include the following:</p> <ul style="list-style-type: none"> • patterns of settlement (cities form around rivers and the Atlantic coast); • the impact of the landforms and climate (rivers are important for transportation; the fertile soil and adequate growing season encouraged farming); and • the growth of Middle Colonies' economies (e.g., small farms, businesses in cities, and ethnic/cultural diversity). 	<p>U.2.FI.05.EG1.3 Identify the economic characteristics of the Middle Colonies (e.g., what people did for a living and/or their economic needs).</p>
<p>5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. (<i>National Geography Standard 12, p. 167</i>)</p>	C	NA	NA	NA

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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STANDARD: U2.2 European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact upon the life of Africans.				
5 – U2.2.1 Describe Triangular Trade including: <ul style="list-style-type: none"> • the trade routes • the people and goods that were traded • the Middle Passage • its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>) 	S	S	Slaves from Africa were bartered or sold in exchange for goods. They arrived here via a route that involved three primary regions/locations (the Americas, Africa, and the West Indies), which is known as the Triangular Trade. The slaves were treated so harshly during transport (crowded ships, rampant disease, little or no food, chained, etc.) that many of them never made it to their ultimate destination.	U.2.FI.05.EG2.1 Demonstrate an understanding of why Africans were brought to the Americas and the harsh conditions under which they were transported.
5 – U2.2.2 Describe the life of enslaved Africans and free Africans in the American colonies. (<i>National Geography Standard 5, p. 152</i>)	C	NA	NA	NA
5 – U2.2.3 Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African American culture. (<i>National Geography Standard 10, p. 162</i>)	S	S	Africans brought their unique culture, customs, and traditions with them to the new land.	U.2.FI.05.EG2.3 Identify one or more customs, traditions, and/or cultural characteristics that Africans brought to North America (e.g., their songs, food, storytelling ability, knowledge of farming, etc.).

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

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STANDARD: U2.3 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.				
5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map. (<i>National Geography Standard 3 p. 148</i>)	S	S	The colonies were divided into three general regions: the New England Colonies were located in the Northeast along the coast of the Atlantic Ocean, the Middle Colonies were located in the middle of the coastal region, and the Southern Colonies were located along the southern coast of the Atlantic Ocean. Their locations and resources played an important role in their development.	U.2.FI.05.EG3.1 Locate the New England, Middle, and/or Southern Colonies on a basic, historically accurate map.

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U2.3.2 Describe the daily life of people living in the New England, Middle, and Southern colonies. (<i>National Geography Standards 14 and 15; pp. 171 and 173</i>)</p>	S	S	<p>Colonists in the Americas worked hard to be successful and independent. Depending on where they lived and the natural resources that surrounded them, early colonists worked as farmers, trades people, merchants, laborers, land owners, and skilled workers. Most colonists were free, but some were indentured servants, and still others were slaves.</p> <p>Initially, some colonists came without all of the skills they needed to be successful. Despite hard work, many of them experienced failure because of a lack of labor, climate issues, disease, or inexperience. The triumphs of some, however, encouraged others with greater skills to follow.</p> <p>Farmers sold their surplus in the cities or exported goods to Europe. In turn, colonists relied on Europe for manufactured goods. Children and women worked in a variety of ways to support the family.</p> <p>All children were taught how to read at home. In the New England and Middle colonies, boys were allowed to go to school to further their education. In the Southern colonies, some children were taught at home by tutors.</p>	<p>U.2.FI.05.EG3.2 Identify one or more aspects of daily life (e.g., education, recreation, family structure, gender roles, worship, values, transportation, etc.) in the New England, Middle, and/or Southern Colonies.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). (<i>National Geography Standard 6, p. 154</i>)</p>	C	NA	NA	NA
<p>5 – U2.3.4 Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)</p>	S	S	<p>As the colonies developed and changed, the workforce had to change and new types of work became necessary.</p> <p>For example, initially, there was a scarcity of labor in the colonies, which brought about the need for indentured servants and slaves. As the population of the colonies grew, people began to specialize and provide services for the growing population, which added artisans, craftsmen, hired laborers, and merchants to the emerging labor force.</p> <p>Some farmers were able to move from subsistence farming to larger specialized farms, providing food for the colonies and crops for exportation to England and other English colonies. These larger farms needed more labor than the family alone could provide, so many farmers sought hired or slave laborers.</p>	<p>U.2.FI.05.EG3.4 Demonstrate an understanding of the types of workers needed to fill jobs in the New England, Middle, and/or Southern Colonies.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America. (<i>National Geography Standard 6, p. 154</i>)</p>	S	S	<p>Work was different in the three colonial regions, mostly due to location and resources.</p> <p>For example,</p> <ul style="list-style-type: none"> • the New England Colonies had small farms, manufacturing, and shipping; • the Middle Colonies were tied to businesses in cities and exhibited cultural diversity; and • the Southern Colonies were built on enslaved labor with a one-crop economy. 	<p>U.2.FI.05.EG3.5 Demonstrate an understanding of the role that geography played in the development of the Southern, Middle, and/or New England Colonies.</p>
USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 – 1800s)				
<p>STANDARD: U3.1 Causes of the American Revolution</p> <p>Identify the major political, economic, and ideological reasons for the American Revolution.</p>				
<p>5 – U3.1.1 Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (<i>National Geography Standard 13 p. 169 C, E</i>)</p>	S	S	<p>Changes in British policy between 1763 and 1775 caused great dissatisfaction among colonists. For example, because of its huge debt following the French and Indian War, Great Britain began looking for new ways to raise revenue. In addition, to help appease American Indians and reduce defense costs, it forbade colonists from settling west of the Appalachian Mountains (even though some colonists had already purchased land there). These and other changes made many colonists begin to express dissatisfaction with British rule and fueled their desire for self-government.</p>	<p>U.3.FI.05.EG1.1 Demonstrate an understanding of issues (e.g. taxation, land use, shipping/trade laws, etc.) that caused conflicts/tensions between Great Britain and the colonies.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p>	S	S	<p>There were numerous events that increased tensions between the British and the colonists, including</p> <ul style="list-style-type: none"> • the Stamp Act (where every piece of paper was given a tax), • the Boston Tea Party (when colonists threw British tea into the Boston Harbor in protest of the tax on tea), and • the Boston Massacre (where colonists who were peacefully protesting British actions were shot and killed by the British). 	<p>U.3.FI.05.EG1.2 Recognize key historical events (such as the Stamp Act, the Boston Tea party, and the Boston Massacre) and/or demonstrate an understanding of their implications.</p>
<p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p>	S	NA	NA	NA
<p>5 – U3.1.4 Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</p>	S	NA	NA	NA

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

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<p>5 – U3.1.5 Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)</p>	S	S	<p>The Declaration of Independence explains what the colonists believed and why they wanted to separate from Great Britain.</p> <p>Colonists believed in certain obvious truths:</p> <ul style="list-style-type: none"> • that all men are created equal • that all men have some rights given to them by God • that among these rights are life, liberty, and the pursuit of happiness <p>Reasons for wanting to separate:</p> <ul style="list-style-type: none"> • the King taxed the colonists without giving them representation • colonists were required to house British soldiers • the British did not allow colonists to govern themselves 	<p>U.3.FI.05.EG1.5 Demonstrate an understanding of what the Declaration of Independence is and/or the reasons why it was written.</p>
<p>5 – U3.1.6 Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.</p>	S	S	<p>There were key individuals (leaders, innovators, and writers) who played a role in guiding the colonists to revolution, including</p> <ul style="list-style-type: none"> • George Washington, who commanded the Continental Army; • Thomas Jefferson, who wrote the Declaration of Independence; • Benjamin Franklin, who persuaded the French to aid the American revolutionaries; and • Thomas Paine, who wrote <i>Common Sense</i> (which was widely circulated and outlined reasons for seeking freedom from British rule). 	<p>U.3.FI.05.EG1.6 Identify the roles that prominent people (such as George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Paine, etc.) played in leading the colonists to independence.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – U3.1.7 Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)</p>	C	NA	NA	NA
<p>5 – U3.1.8 Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.</p>	C	NA	NA	NA

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
STANDARD: U3.2 The American Revolution and Its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.				
<p>5 – U3.2.1 Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (<i>National Geography Standard 4, p. 150, E</i>)</p>	S	S	<p>Each side in the American Revolution had strengths and weaknesses.</p> <p>The Continental Army Strengths:</p> <ul style="list-style-type: none"> • allies in the fight • familiar with land • stronger motivation to fight <p>Weaknesses:</p> <ul style="list-style-type: none"> • poor equipment • untrained and disorganized • volunteers <p>The British Army Strengths:</p> <ul style="list-style-type: none"> • organized • well-trained • well-equipped <p>Weaknesses:</p> <ul style="list-style-type: none"> • long way from home • supplies difficult to obtain • fighting in unknown territory • red coats (easy to see) 	<p>U.3.FI.05.EG2.1 Demonstrate an understanding of the differences between the Continental Army and the British Army during the American Revolution (e.g., size, leadership, geography, resources, motivations, strengths, weaknesses, etc.) and/or the impact those differences had on the outcome of individual battles and/or the war.</p>

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – U3.2.2 Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.</p>	S	S	<p>There were three battles that signaled major turning points in the American Revolution: (1) Saratoga’s success convinced the French to join the American cause, (2) perseverance and training at Valley Forge resulted in a renewed military readiness, and (3) the surrender of the British at Yorktown signaled defeat and the end of the war.</p>	<p>U.3.FI.05.EG2.2 Demonstrate an understanding of key turning points in the American Revolution (such as the Battle of Saratoga, the Battle of Yorktown, and the Continental Army’s time at Valley Forge).</p>
<p>5 – U3.2.3 Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p>	C	NA	NA	NA
<p>5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (<i>National Geography Standard 13, p. 169, C</i>)</p>	S	NA	NA	NA

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
STANDARD: U3.3 Creating New Government(s) and a New Constitution				
Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.				
<p>5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.</p>	S	S	<p>A number of documents guided the early development of our country. One such document was the Articles of Confederation, which divided powers between the national government and state governments.</p> <p>For example, it allowed the national government (Congress) to print national money, declare war, and make peace, and it allowed state governments to print state money and to levy taxes to generate revenue.</p> <p>The Articles, however, did not address several key issues that were necessary for the nation to thrive as a whole; thus, they were eventually replaced.</p>	<p>U.3.FI.05.EG3.1 Demonstrate an understanding of why the Articles of Confederation were written and that they gave the national government and state governments different powers.</p>
<p>5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (<i>National Geography Standard 13, p. 169, C</i>)</p>	S	S	<p>The Articles of Confederation did not adequately address several issues that ultimately caused conflicts among the states. For example,</p> <ul style="list-style-type: none"> • there was no national army, • there were competing currencies, and • the nation was reliant on state governments for revenue. 	<p>U.3.FI.05.EG3.2 Identify one or more problems with the Articles of Confederation.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.(C)</p>	S	S	<p>The Constitutional Convention was convened to correct the problems of the Articles of Confederation. It was quickly decided that a new document was needed, one that would strengthen the federal government and limit the sovereignty of the states.</p>	<p>U.3.FI.05.EG3.3 Demonstrate an understanding of why the Constitutional Convention was held and/or the problems within the Articles of Confederation that were corrected (e.g., eliminated state currencies, strengthened the national government, etc.).</p>
<p>5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (<i>National Geography Standard 9, p. 160, C</i>)</p>	S	S	<p>The Framers of the Constitution believed strongly in the need for a representative government; however, they disagreed on what representation meant. That led to many compromises, including the Great Compromise (which dealt largely with boundaries and free/slave states) and the Three-Fifths Compromise (which determined how slaves would be counted for representation).</p>	<p>U.3.FI.05.EG3.4 Demonstrate an understanding of what it means to have a representative government (e.g., picking one person to represent a group of people).</p>
<p>5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)</p>	S	S	<p>The writers of the Constitution wanted to limit the powers of government because</p> <ul style="list-style-type: none"> • they did not want a king (like they had in Britain), • they believed that individual rights were important, and • they believed a representative government was important. 	<p>U.3.FI.05.EG3.5 Identify one reason why the writers of the Constitution wanted to limit the powers of government.</p>

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)</p>	S	S	<p>Many colonists had differing views regarding how much power the federal (or national) government should have. Federalists believed that power should be shared by state authorities and central (or federal) authorities.</p>	<p>U.3.FI.05.EG3.6 Demonstrate an understanding of how and why the Constitution divides powers between the federal government and state governments.</p>
<p>5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)</p>	S	S	<p>The Constitution of the United States is a reflection of our core democratic values and constitutional principles. Many colonists believed, however, that, as originally written, the Constitution did not adequately express the rights of individuals. Therefore, they requested that the Bill of Rights be added.</p>	<p>U.3.FI.05.EG3.7 Demonstrate an understanding of the Bill of Rights and why it was added to the Constitution.</p>
<p>5 – U3.3.8 Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.</p>	S	S	<p>The First and Second Amendments to the Constitution grant rights to citizens. The First Amendment guarantees freedom of speech, religion, and the press, as well as the right to assemble. The Second Amendment deals with the right to bear arms.</p>	<p>U.3.FI.05.EG3.8 Identify one right American citizens have as guaranteed in the First or Second Amendment in the Bill of Rights (e.g., free speech, freedom of the press, right to assemble, and the right to bear arms).</p>

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
KNOWLEDGE, PROCESSES, AND SKILLS—PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT				
STANDARD: P3.1 Identifying and Analyzing Public Issues Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.				
5 – P3.1.1 Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	C	NA	NA	NA
5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	S	S	People are often asked to make decisions about a wide range of policy issues. We can use data to better understand those issues and inform our decision-making.	P.3.FI.05.EG1.2 Use basic graphic data or other sources to demonstrate an understanding of a past or current public policy issue.

Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
<p>5 – P3.1.3 Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p>	S	S	<p>Our country was founded on a number of core democratic values (e.g., the Pursuit of Happiness, Liberty, Equality, Diversity, Common Good, etc.). Even though they were created hundreds of years ago, the values still play an important role in people’s lives today.</p> <p>Sometimes, however, conflicts arise between the values. Following are some examples of conflicts between two core democratic values—Common Good and the individual rights granted under Liberty:</p> <ul style="list-style-type: none"> • playing loud music • speeding • the helmet law • eminent domain (power of the government to confiscate private property for public use—e.g., roads, public utilities, etc.) 	<p>P.3.FI.05.EG1.3 Demonstrate an understanding of the core democratic values, how they play a role in people’s daily lives, and/or that conflicts sometimes arise between them (for example, between Common Good and the individual rights granted under Liberty).</p>
<p>STANDARD: P3.3 Persuasive Communication About a Public Issue</p> <p>Communicate a reasoned position on a public issue.</p>				
<p>5 – P3.3.1 Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.</p>	C	NA	NA	NA
<p>STANDARD: P4.2 Citizen Involvement</p> <p>Act constructively to further the public good.</p>				

**Functional Independence
Social Studies Extended Grade Level Content Expectations
GRADE 5**

GRADE 5 Content Expectation	Gen. Ed.	FI	Key Concepts	Extended GLCE
5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	C	NA	NA	NA
5 – P4.2.2 Participate in projects to help or inform others.	C	NA	NA	NA

C (when it appears in the General Education column) = Assessed at classroom and district level.

S (when it appears in the General Education and/or FI columns) = Assessed at classroom, district, *and* state level.

NA = Not assessed at the state level (either because the general education population is assessed on this GLCE only at the classroom and district level or because the educators involved in the extension process determined it was not appropriate to assess the FI population on this GLCE at the state level, even after extension).