

# Academic Vocabulary

CONTENT BUILDER FOR THE PLC

SOCIAL STUDIES  
GRADE 5

## Geography of the United States

- 5.6 **Geography.** The student uses geographic tools to collect, analyze, and interpret data.
  - 5.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps
- 5.7 **Geography.** The student understands the concept of regions in the United States.
  - 5.7(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity
- 5.8 **Geography.** The student understands the location and patterns of settlement and the geographic factors that influence where people live.
  - 5.8(A) identify and describe the types of settlement and patterns of land use in the United States
  - 5.8(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present
- 5.9 **Geography.** The student understands how people adapt to and modify their environment.
  - 5.9(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs

important words for concept development			
standard	words new to grade level		social studies terms
5.6(A)	geographic tools		compass rose maps grid systems scales legends symbols
5.7(A)	economic region patterns of human activity	political region population region	regions
5.8(A)	land use		patterns settlement
5.8(C)	distribution of cities		location
5.9(A)			adapted to environment basic needs human resources modified environment

## Geography of the United States (continued)

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
<b>related vocabulary from supporting standards</b>	distribution of population	geographic factors	10 largest urban areas in U.S.
	human modification to physical environment	graphs	50 states and their capitals
	raw data	maps	Coastal Plains
	translate	past	Great Plains
	vegetation region	patterns of settlement	Mississippi River
		physical geographic features	Regions: Northeast, Midwest, Southwest
		present	Rocky Mountains

## Colonial America

**5.1 History.** The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine.

5.1(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain

**Connected Knowledge and Skills 5.14**

5.14(A) identify and compare the systems of government of early European colonists, including representative government and monarchy

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
<b>5.1(A)</b>	colonized economic gain religious freedom	explored settled	
<b>5.14(A)</b>	monarchy representative government systems of government		European colonists
<b>related vocabulary from supporting standards</b>	colonial economic patterns representative government	free enterprise system	William Bradford Anne Hutchinson William Penn John Smith John Wise Roger Williams American colonies Colonial America European colonists Mayflower Compact Virginia House of Burgesses

## American Revolution

- 5.2 History.** The student understands how conflict between the American colonies and Great Britain led to American independence.
- 5.2(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party
  - 5.2(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
5.2(A)	prior to	causes effects	American Revolution Boston Tea Party French and Indian War
5.2(C)	establishment of	military	American Revolution U.S. military
<b>related vocabulary from supporting standards</b>	contributions motivation		John Adams Samuel Adams Benjamin Franklin Nathan Hale Thomas Jefferson the Sons of Liberty George Washington revolutionary period

## Constitution and Government

**5.3 History.** The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established.

5.3(A) explore identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation

**Connected Knowledge and Skills 5.15**

5.15(B) explain the purposes of the U.S. Constitution as identified in the Preamble

5.15(C) explain the reasons for the creation of the Bill of Rights and its importance

**5.16 Government.** The student understands the framework of government created by the U.S. Constitution of 1787.

5.16(A) identify and explain the basic functions of the three branches of government

**5.20 Citizenship.** The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.

5.20(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

important words for concept development			
standard	words new to grade level		social studies terms
5.3(A)			Articles of Confederation U.S. Constitution
5.15(B)	purposes of		Preamble U.S. Constitution
5.15(C)			Bill of Rights
5.16(A)	basic functions	government	three branches of government
5.20(A)	amendment assemble attorney bear arms fundamental rights jury	petition the government press right speech trial	Bill of Rights

## Constitution and Government (continued)

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
<b>related vocabulary from supporting standards</b>	key elements	state government	James Madison
	national government		George Mason
	U.S. federal system		Charles Pinckney
	voting rights		Roger Sherman
			checks and balances
			Declaration of Independence
			U.S. citizens
			U.S. Constitution

## Westward Expansion – Reconstruction

- 5.4 History.** The student understands political, economic, and social changes that occurred in the United States during the 19th century.
- 5.4(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
  - 5.4(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
  - 5.4(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
5.4(B)	conflict sections of the United States		Industrial Revolution
5.4(D)	territorial expansion		Louisiana Purchase Expedition of Lewis and Clark Manifest Destiny
5.4(E)	sectionalism slavery states' rights		Civil War Reconstruction 13th Amendment 14th Amendment 15th Amendment U.S. Constitution
<b>related vocabulary from supporting standards</b>	immigrant groups mechanization of agriculture	challenges contributions opportunities	War of 1812 American way of life American Indian The West



## The United States in the 20<sup>th</sup> Century

**5.5 History.** The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries.

5.5(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions

**5.11 Economics.** The student understands the development, characteristics, and benefits of the free enterprise system in the United States.

5.11(B) describe how the free enterprise system works in the United States

**Connected Knowledge and Skills 5.12, 5.13**

5.12(A) explain how supply and demand affects consumers in the United States

5.13(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
5.5(A)	military actions	gas industrialization oil urbanization	Great Depression World War I World War II Civil Rights Movement
5.11(B)		free enterprise system	United States
5.12(A)	consumers	supply demand	United States
5.13(D)	division of labor mass production specialization of labor	economic growth	United States

## The United States in the 20<sup>th</sup> Century (continued)

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
<b>related vocabulary from supporting standards</b>	civil rights	economic development	442nd Regimental Combat Team
	military actions	economic growth	Jane Addams
	notable individuals	equality of opportunity	Susan B. Anthony
	politics	free enterprise system	Neil Armstrong
	predict	scientific discoveries	Alexander Graham Bell
	progress	technological innovations	George Washington Carver
	women’s rights		Cesar Chavez
			John Deere
			Thomas Edison
			Dwight Eisenhower
		Benjamin Franklin	
		Martin Luther King Jr.	
		Rosa Parks	
		Colin Powell	
		Ronald Reagan	
		Franklin D. Roosevelt	
		Tuskegee Airmen	
		Eli Whitney	
		Wright Brothers	
		2008 Presidential Election	
		War on Terror	

## American Identity

- 5.17 **Citizenship.** The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity.
- 5.20 **Citizenship.** The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution.
  - 5.20(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney

important words for concept development			
standard	words new to grade level	previously introduced words	social studies terms
5.20(A)	amendment	petition the government	Bill of Rights
	assemble	press	
	attorney	right	
	bear arms	speech	
	fundamental rights	trial	
	jury		
related vocabulary from supporting standards	civic affairs	appointed officials	Columbus Day
	leadership qualities	customs	Congress
	national identity	elected officials	Constitution Day
	national level	ethnic groups	donkey and elephant (political symbols)
	political	landmarks	Founding Fathers
	racial groups	local level	Independence Day
		national celebrations	Labor Day
		national government	Memorial Day
		religious groups	Mount Rushmore
		state level	Pledge of Allegiance
		traditions	Statue of Liberty
			Uncle Sam
			United States flag
		Veterans Day	
		White House	