

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

1. Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges. [5.1.G.H]

- Locating on a map states and capitals east of the Mississippi River
- Identifying natural harbors in North America

Examples: Mobile, Boston, New York, New Orleans, Savannah 

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: _____

2 - Meets Criterion for Standard


90%-100% (merit)

1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)

0 - Does Not Meet Criterion for Standard

69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>2. Identify causes and effects of early migration and settlement of North America. [5.2.G.H]</p>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

3. Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems. [5.3.E.G.H.CG]
- Locating on a map American Indian nations according to geographic region


Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: _____
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>4. Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians. [5.4.E.G.H.CG]</p> <ul style="list-style-type: none">Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World Examples: patrons—King Ferdinand and Queen Isabella explorers—Christopher Columbus early settlements—St. Augustine, Quebec, JamestownTracing the development and impact of the Columbian Exchange
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies. [5.5.E.G.H.CG]
- Recognizing how colonial development was influenced by the desire for religious freedom
Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies
 - Identifying influential leaders in colonial society
 - Describing emerging colonial government
Examples: Mayflower Compact, representative government, town meetings, rule of law

Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: _____
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>6. Describe colonial economic life and labor systems in the Americas. [5.6.E.G.H]</p> <ul style="list-style-type: none">• Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____</p> <p>2 - Meets Criterion for Standard 90%-100% (merit)</p> <p>1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)</p> <p>0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party. [5.7.E.H.CG]</p>
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

- 8.** Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown. **[5.8.E.G.H.CG]**
- Describing principles contained in the Declaration of Independence
 - Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution
 - Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution
 - Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress
 - Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown
 - Recognizing reasons for colonial victory in the American Revolution
 - Explaining the effect of the Treaty of Paris of 1783 on the development of the United States


Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):

Rating: _____
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

9. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States. [5.9.H.CG]
- Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government
 - Identifying factions in favor of and opposed to ratification of the Constitution of the United States
Example: Federalist and Anti-Federalist factions
 - Identifying main principles in the Bill of Rights
 - Analyzing the election of George Washington as President of the United States for its impact on the role of president in a republic


Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):


Rating: _____
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

- 10.** Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849. [5.10.E.G.H.CG]
- Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion
 - Explaining the purpose of the Monroe Doctrine
 - Identifying Alabama's role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears 
 - Identifying the impact of technological developments on United States' expansion
Examples: steamboat, steam locomotive, telegraph, barbed wire


Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):

Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:

Portions of the standard that are missing or not well developed in the instructional material (if any):





Rating: _____
2 - Meets Criterion for Standard
90%-100% (merit)
1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation)
0 - Does Not Meet Criterion for Standard
69%- 0% (not recommended)

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>11. Identify causes of the Civil War, including states' rights and the issue of slavery. [5.11.E.G.H.CG]</p> <ul style="list-style-type: none">• Describing the importance of the Missouri Compromise, Nat Turner's insurrection, the Compromise of 1850, the Dred Scott decision, John Brown's rebellion, and the election of 1860• Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, William Tecumseh Sherman, and Joseph Wheeler • Describing social, economic, and political conditions that affected citizens during the Civil War• Identifying Alabama's role in the Civil War  Examples: Montgomery as the first capital of the Confederacy, Winston County's opposition to Alabama's secession • Locating on a map sites important to the Civil War Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states • Explaining events that led to the conclusion of the Civil War
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>12. Summarize successes and failures of the Reconstruction Era.</p> <ul style="list-style-type: none">• Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States [5.12.E.G.H.CG]• Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States Examples: Horace Mann and education reform, Freedmen’s Bureau, establishment of segregated schools, African-American churches• Explaining the black codes and the Jim Crow laws• Describing post-Civil War land distribution, including tenant farming and sharecropping
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).


MAP ICONS are shaded outlines of the state of Alabama.  Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

TEXTBOOK REVIEW FORM – Social Studies – GRADE 5 (STANDARDS)

Social Studies Standards for Grade 5-United States Studies: Beginning to the Industrial Revolution-Students will:

<p>13 Describe social and economic influences on United States' expansion prior to World War I. [5.13.E.G.H.CG]</p> <ul style="list-style-type: none">• Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny Locating on a map states, capitals, and important geographic features west of the Mississippi River• Explaining how the United States acquired Alaska and Hawaii• Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics• Analyzing the impact of closing the frontier on American Indians' way of life• Explaining how the Spanish-American War led to the emergence of the United States as a world power
<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>
<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>
<p>Rating: _____ 2 - Meets Criterion for Standard 90%-100% (merit) 1 - Partially Meets Criterion for Standard 89%-70% (recommend with reservation) 0 - Does Not Meet Criterion for Standard 69%- 0% (not recommended)</p>

Each content standard or related content found in the bullets, indicate the grade level, the content standard, and the dominant strands. These strands are economics (E), geography (G), history (H), and civics and government (CG).

MAP ICONS are shaded outlines of the state of Alabama.  Map Icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.