Standard 1: HISTORY - Applies historical thinking to understand significant events, ideas, individuals, and themes and their connections across time

1.1 Understands historical chronology and concepts of time, continuity and change

5_1.1.1 Understands how Singapore and the United States were different in the past and changed over time from pre-colonization to independence

5_1.1.2 Uses visual representations such as timelines and diagrams, to understand and demonstrate significant events in the development of Singapore and the United States

1.2 Understands and analyzes cause and effect relationships of major historical events

5_1.2.1 Analyzes the push and pull factors that motivated immigrant groups to leave their homelands and settle in new places

5_1.2.2 Understands how significant individuals have influenced the development of Singapore and United States. (e.g., George Washington, Thomas Jefferson, Sir Stamford Raffles)

5_1.2.3 Analyzes how people from various cultural groups have contributed to the development of Singapore and the United States. (e.g., ways indigenous peoples helped colonists, cultural legacy of African slaves, role of women)

1.3 Understands there are multiple perspectives and interpretations of history.

5_1.3.1 Analyzes primary and secondary sources to understand and support conclusions about events in the formation of Singapore and the United States

5_1.3.2 Understands and analyzes multiple perspectives and interpretations of events relating to the formation of Singapore and United States

1.4 Uses history to understand the present and plan for the future

5_1.4.1 Identifies effects of European exploration and colonization on Singapore and the United States today (e.g., use of English, diverse populations)

5_1.4.2 Provides examples of how the challenges faced and overcome in Singapore’s and the United States’ past continue to influence people’s lives (e.g., cultural harmony)

5_1.4.3 Shows awareness of current events and how they relate to historical events

Standard 2: GEOGRAPHY - Applies a spatial perspective to understand the interrelationships of people, places and the environment

2.1 Understands location, physical and cultural characteristics of places and how they can be represented spatially

5_2.1.1 Describes the location of Singapore, the United States and surrounding countries with reference to continents, oceans, hemispheres, latitude and longitude

5_2.1.2 Uses maps to show and analyze information such as the location, climate, natural resources, patterns of settlements and economic products of Singapore and the U.S.A.

5_2.1.3 Understands and explains the physical and cultural characteristics of Singapore and the USA. (e.g., significant landforms, distribution of population and languages)

2.2 Understands human interaction with the environment

5_2.2.1 Understands how geographic features such as climate, natural resources, topography, and location influenced settlements in Singapore and the United States

5_2.2.2 Identifies countries/regions from which immigrants came to Singapore and the United States

5_2.2.3 Understands and analyzes the impact that the movement of people to Singapore and the United States had on the environment and the indigenous people (e.g., displacement of indigenous peoples, forced movement of Africans as slave labor, population growth, overuse of land, pollution)

2.3 Understands the geographic context of global issues and events

5_2.3.1 Understands personal connections to the themes of Singapore and United States history (e.g., reasons for and affects of leaving homeland to move to Singapore)

5_2.3.2 Shows awareness of current events and how they affect countries and regions around the world

1 In addition to specific social studies skills articulated in the standards and outcomes, students will draw on a range of cross-disciplinary proficiencies such as literacy, numeracy, research and 21st century skills. (See Social Studies Skills and Strategies Overview for detail.)

Adapted from SAS 2006 Social Studies Curriculum with reference to NCSS and Washington State Social Studies Standards

Approved by the SAS Board of Governors May 24, 2011
### Standard 3: CIVICS - Applies understanding of rights and responsibilities, laws, and government for developing civic responsibility toward local and global issues

#### 3.1 Understands key civic ideals and principles and roles, rights and responsibilities of citizenship

- **5_3.1.1** Understands the key ideals underlying the formation of Singapore and the United States as independent nations

#### 3.2 Understands the purposes, organization, and function of rules, laws, governments, and political system

- **5_3.2.1** Understands that nations and governments are formed from political, economic, and territorial conflicts
- **5_3.2.2** Explain the government systems of Singapore and the United States
- **5_3.2.3** Understands that governments serve their constituents in a variety of ways

#### 3.3 Understands the purposes and organization of relationships between countries

Not addressed at this grade level

#### 3.4 Understands civic involvement

- **5_3.4.1** Understands that people can be a force of change through civic participation (e.g., exercising their voice, rights and responsibilities – Boston Tea Party)

### Standard 4: ECONOMICS - Applies understanding of economic concepts to analyze economic activity and decision-making

#### 4.1 Understands that people have to make economic choices and evaluate the outcomes of those choices

- **5_4.1.1** Understands that exploration was influenced by choices relating to political gains, geographical locations, and natural resources
- **5_4.1.2** Analyzes the motivations and impact of economic choices people made for forming the nations of Singapore and the United States (e.g., weighing needs and wants, such as economic opportunities and religious freedom, against costs and risks involved)

#### 4.2 Understands concepts and function of economic systems

- **5_4.2.1** Understands the role of trade in the development of Singapore and the United States. (e.g., how and why the colonists traded cotton, tobacco, and sugar)

#### 4.3 Understands the government’s role in the economy

- **5_4.3.1** Understands the historical impact of the British government on the economy of Singapore and the United States. (e.g., reasons colonists chose to dump tea into the Boston Harbor)

#### 4.4 Understands the economic issues and problems that all societies face

Not addressed at this grade level