

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Hawaii	<a href="http://standardstoolkit.k12.hi.us/index.html">http://standardstoolkit.k12.hi.us/index.html</a>	Hawaii Content and Performance Standards II Grade 5	Geography <ul style="list-style-type: none"> <li>• Geography of the Atlantic world, including the Americas and England</li> <li>• Preparations for and challenges of a transatlantic voyage</li> </ul>	<b>Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution</b> <b>Benchmark SS.5.3.1.</b> Identify what Europeans sought (e.g., route to Asia) and what they found (e.g., new crops) during the Age of Exploration
			Economics <ul style="list-style-type: none"> <li>• Challenges to surviving the early years of a new colony</li> <li>• Colonial agriculture, hunting and fishing</li> <li>• Cash crops</li> <li>• Fur trade</li> <li>• Trade with Europe</li> </ul>	<b>Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution</b> <b>Benchmark SS.5.3.2</b> Examine the interactions between Europeans and Native Americans in North America <b>Benchmark SS.5.3.3</b> Describe the hardships experienced by European settlers in colonial America <b>Benchmark SS.5.3.4</b> Describe how religion and economics influenced the settling of New England and the southern regions of British North America <b>Benchmark SS.5.3.6</b> Explain how colonial America solved its labor shortage problem with indentured servants and African slaves

				<p><b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY- Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b></p> <p><b>Benchmark SS.5.6.1</b> Compare the views of Native Americans and Europeans regarding the relationship between humans and the land</p> <p><b>Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems</b></p> <p><b>Benchmark SS.5.8.1</b> Explain the opportunity costs considered by the settlers before moving to the colonies</p>
			<p>Culture</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing of European settler</li> <li>• Law, justice and punishment</li> <li>• Raids, militias and defense</li> </ul>	<p><b>Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution</b></p> <p><b>Benchmark SS.5.3.2</b> Examine the interactions between Europeans and Native Americans in North America</p> <p><b>Benchmark SS.5.3.8</b> Describe conflicts between Europeans and Native Americans (i.e., King Philips War), among colonists, (i.e., Bacon's Rebellion), and between European powers (i.e., the French and Indian War)</p>

			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> <li>• Style and materials for dress and housing</li> <li>• Contributions to European survival</li> <li>• Trade, including fur, seeds, guns, and metal goods</li> <li>• Treaties and conflict</li> </ul>	<p><b>Standard 3: History: EARLY AMERICAN HISTORY-Understand important historical events through the Revolution</b>  <b>Benchmark SS.5.3.2</b> Examine the interactions between Europeans and Native Americans in North America  <b>Benchmark SS.5.3.8</b> Describe conflicts between Europeans and Native Americans (i.e., King Philips War), among colonists, (i.e., Bacon's Rebellion), and between European powers (i.e., the French and Indian War)</p> <p><b>Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time</b>  <b>Benchmark SS.5.6.1</b> Compare the views of Native Americans and Europeans regarding the relationship between humans and the land</p>
--	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------