

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 5

Strand:
Geography

Students will develop understanding of the five themes of geography: location, place, human interaction with the environment, movement and regions.

Big Ideas

- ❑ The growth of the United States as a nation has been influenced by its geographical location and physical characteristics including land and water forms, climate and natural resources.

Key Outcomes

- ❑ Students will demonstrate an understanding of **how geography influenced early colony development** by describing regional differences in climate, types of farming, populations, and sources of labor that shaped the economies and societies of selected early colonies.
- ❑ Students will demonstrate an understanding of **the relationship between the environment and people** by giving examples of how people affect the environment and the environment affects people.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe the five themes of geography.
- ❑ Identify the hemispheres, equator and prime meridian.
- ❑ Utilize specialized maps: population, topographic and climate.
- ❑ Compare and contrast maps of the modern world with maps developed prior to the Age of Exploration.
- ❑ Identify the first 13 colonies and describe regional differences in climate, farming, populations, and sources of labor that shaped their economics.
- ❑ Interpret timelines of events being studied.

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Strand:

History

Students will develop an understanding of people, places, and events in history and their importance in influencing the formation of culture, customs, and national heritage.

Big Ideas

- ❑ The history of the United States of America has been influenced by a diverse population of indigenous people and immigrants who worked to achieve independence and preserve the individual rights of citizens through the development of a Constitutional democracy.

Key Outcomes

- ❑ Students will demonstrate an understanding of **Pre-Columbian settlements of the New World and European Exploration, Colonization, and Settlement to 1700** by identifying selected Central, South and North American civilizations and the explorers and settlers whose discoveries, goals and settlements changed the Western Hemisphere.
- ❑ Students will demonstrate an understanding of the **political, intellectual, and economic growth of the colonies from 1700-1775** by explaining the causes of the establishment of slavery in North America, identifying the founders and reasons for the establishment of educational institutions in the colonies, and the reasons for the French and Indian War.
- ❑ Students will demonstrate an understanding of the **Revolution and the formation of a federal government under a Constitution from 1775- 1789** by describing major battles of the Revolution and the achievements of important leaders during the Revolution and the early years of the United States including the Constitutional Convention.

Essential Knowledge and Skills

Students will be able to:

- ❑ Describe and identify the pre-Columbian civilizations of the New World including the Maya, Aztec and Inca and explain and trace the routes of European exploration, colonization and settlement to 1700.
- ❑ Identify reasons for growth of slavery, purposes for schooling, and causes of French and Indian war.
- ❑ Explain the causes of the Revolution and the factors leading to American victory and British defeat.
- ❑ Describe the formation of a federal government under the constitution and identify the achievements of important leaders during the Revolution and the early years of the United States.
- ❑ Contrast the perspectives of explorers and those being colonized; slavers and those being enslaved, American colonists and British rulers.
- ❑ Interpret timelines of events being studied.

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Strand:
Civics and
Government

Students will develop an understanding of the ideals and values that shape civic and governmental documents and institutions. They will explore the relationship between personal freedom, individual responsibility, citizenship, and respect for human dignity.

Big Ideas

- ❑ Civic involvement strengthens our school, town, national, and international communities.
- ❑ Governments are founded on shared values to establish order, protect citizens, and provide necessary services for its people.

Key Outcomes

- ❑ Students will demonstrate an understanding of **the role of government institutions at the federal, state, and local levels** by describing the basic political principles of American democracy and explaining how the Constitution and the Bill of Rights preserve these principles.
- ❑ Students will demonstrate an understanding of **civic involvement** by participating in class and school meetings, and engaging in community service learning projects that affect change locally and globally.

Essential Knowledge and Skills

Students will be able to:

- ❑ Define and use correctly words related to government: *citizen, suffrage, rights, representation.*
- ❑ Describe the basic political principles and institutions of American Constitutional Government.
- ❑ Explain how the Constitution and the Bill of Rights reflect and preserve the principles of equality, rule of law, limited government, representative democracy and individual rights and responsibilities.
- ❑ Give examples of the responsibilities and powers associated with major federal and state officials.
- ❑ Explain the structure and functioning of the student's city, town, or military base government.

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Strand:
Economics

Students will develop a basic understanding of economics in terms of the interplay of resources, goods, services, supply and demand.

Big Ideas

- ❑ The law of supply and demand governs economic exchange.
- ❑ Changes in economic conditions can lead to prosperity for some and deprivation for others.

Key Outcomes

- ❑ Students will demonstrate an understanding of **economic motivation** by explaining the economic reasons for the Spanish invasion in Pre-Columbian South and Central America, the triangular trade route, and the development of slave trade.

Essential Knowledge and Skills

Students will be able to:

- ❑ Give examples of economic motivation for exploration and migration.
- ❑ Define “entrepreneur” and give examples from American history.
- ❑ Give historical examples of economic exchange of goods and services that illustrate the law of supply and demand.
- ❑ Define “profit” and describe how profit is related to economic issues of colonial times and to the development of slave trade.