

Lincoln Elementary School Curriculum Prioritization and Mapping 5th Grade Social Studies

Timeline	Topic	Priority	Standard	Learning Targets
Week 1-3	Geography	I	S.S-05-4.1.1 Students will use geographic tools (e.g., maps, charts, graphs) to identify natural resources and other physical characteristics (e.g., major landforms, bodies of water, weather, climate, roads, bridges) and analyze patterns of movement and settlements in the U.S	I CAN use basic geographical tools (maps, charts and graphs)
Week 1-3	Geography	I	S.S-05-4.1.2 Students will use geographic tools to locate and describe major land forms, bodies of water, places and objects in the U.S by their absolute and relative location	I CAN identify and distinguish between absolute and relative location. I CAN distinguish physical characteristics/landforms as a part of geographical terms (mesa, butte, dam, isthmus, fjord, river and mountains)
Week 1-3	Geography	I	SS-05-4.1.3 Students will describe how different factors (rivers, mountains) influence where human activities were/are located in the U.S	I CAN describe how different factors influence where human activities are located in the U.S
Week 1-3	Geography	I	SS-05-4.1.4 Students explain how factors in one location can impact other locations (natural disasters, building dams)	I CAN explain how natural disaster and building dams can impact other locations
(on-going)	Conflict Resolutions	C	SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (compromise, cooperation, communication).	I CAN describe how to appropriately solve conflicts
(on-going)	Primary/ Secondary Sources	C	SS-05-5.1.1 Students use a variety of primary and secondary sources (artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S and interpret different perspectives	I CAN classify a source as primary or secondary source. I CAN describe important events in our history using primary and secondary sources.
(on-going)	Historical Documents and speeches	C	SS-05-5.2.1 Students will identify historical documents, selected readings and speeches (Mayflower Compact, Emancipation Proclamation, Dr. Martin Luther King Speech: I Have a Dream,) and explain the historical significance	I CAN identify significant historical documents, selected readings and speeches and explain the historical significance.
(on-going)	Change Over Time	C	SS-05-5.2.3 Students will compare change over time (Colonization, Expansion, Industrialization, and Twentieth Century to Present) in communication, technology, transportation, and education.	I CAN compare change over time in communication, technology, transportation, and education.

Lincoln Elementary School Curriculum Prioritization and Mapping

5th Grade Social Studies

Week 4	Culture	C	SS-05-2.1.1 Students will identify early cultures (English, Spanish, French and West African) in the U.S and analyze their similarities and differences	I CAN identify early cultures in the U.S and analyze their similarities and differences
Week 4-7	Native Americans	E	SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (Native Americans, European Explorers, English Colonists, British Parliament) in the history of the U.S	I CAN define and explain what a conflict and a compromise is. I CAN describe the conflict between the colonists and the Native Americans
Week 8-10 (ongoing)	Geography/ Early Settlements	I	SS-05-4.3.1 Students will explain patterns of human settlement in the early development of the United States and explain how these patterns were influenced by physical characteristics (climate, landforms and bodies of water)	I CAN describe patterns of human settlement in regions of the US and explain how these patterns were/are influenced by physical characteristics
Week 8-10 (ongoing)	Early Settlements	E	SS-05-4.4.1 Students will explain and give examples of how people adapted to modify the physical environment (natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S (Colonization, Expansion) and analyze the impact on the environment.	I CAN describe how the physical environment both promoted and restricted human activities during the early settlement of the U.S
Week 8-10 (ongoing)	Early Settlements	E	SS-05-4.4.2 Students will describe how physical environment (mountains as barriers for protection, rivers as barriers as transportation) both promoted and restricted human activities during the early settlement of the U.S (Colonization, Expansion)	I CAN describe how physical environment both promoted and restricted human activities during the early settlement of the U.S
Week 11-13	Settlement & Colonization	I	SS-05-5.2.2 Students will explain reasons (freedom, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and settlements, Industrialization, Immigration, 20th century to present) and compare with why immigrants came to America today.	I CAN explain why immigrants came to America long ago, and compare with why immigrants come to America today
Week 11-13	Settlement & Colonization	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S history(Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the broad historical periods and eras in U.S history and explain the cause and effect relationships
Week 14-18	Revolutionary War	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S history(Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the broad historical periods and eras in U.S history and explain the cause and effect relationships
Week 19-22	Government	E	SS-05-1.1.1 Students will describe the basic purposes of the US government as defined in the Preamble to the U.S constitution (to establish justice, to ensure domestic tranquility, provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S government provides (armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.	I CAN describe the basic purposes of the U.S government as defined in the Preamble to the U.S Constitution.
Week 19-22	Government	E	SS-05-1.1.2 Students will explain and give examples of how democratic government function (by making, enacting and enforcing laws) to promote the "common good" (public smoking ban, speed limits, seat belt requirements).	I CAN explain and give examples of how democratic government function to promote the "common good."

Lincoln Elementary School Curriculum Prioritization and Mapping

5th Grade Social Studies

Week 19-22	Government	E	SS-05-1.3.1 Students will explain the basic principles of democracy (justice, equality, responsibility, freedom) found in significant U.S. historical documents (Declaration of Independence, Constitution, Bill of Rights) and analyze why they are important to citizens today.	I CAN explain the basic principles of democracy found in historical documents and analyze why they are important to citizens today.
Week 19-22	Government	E	SS-05-1.2.1 Students will identify the three branches of the US government, explain the basic duties of each branch (executive- enforce the laws, legislative-make the laws, judicial- interpret the laws) and identify important national/federal offices/leaders (President, Vice President, Congress, House, Senate, U.S. Senators, U.S. Representatives, U.S. Supreme Court, Judge) associated with each branch.	I CAN compare the roles and responsibilities of the three branches of government.
Week 19-22	Government	E	SS-05-1.2.2 Students will explain why the framers of the constitution felt it was important to establish a government where powers are shared across different levels (local, state, national/federal) and branches (executive, legislative and judicial).	I CAN explain why the framers wanted separation of powers I CAN explain how the system of checks and balances work.
Week 19-22	Government	E	SS-05-1.3.2 Students will describe specific rights and responsibilities individuals have as citizens of the U.S. (voting in national elections) and explain why civic engagement is necessary to preserve a democratic society.	I CAN describe specific rights and responsibilities individuals have as citizens of the U.S. and explain why civic engagement is necessary to preserve a democratic society.
Week 23-24	Economics	I	SS-05-3.1.1 Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, 20th century to present) to make economic choices (use of productive resources- natural, human and capital) and incur opportunity costs.	I CAN describe scarcity and how scarcity required people of different time periods to make economic choices and incur opportunity costs.
Week 23-24	Economics	I	SS-05-3.4.1 Students will describe production, distribution, and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, and 20th century to present).	I CAN describe production, distribution, and consumption of goods and services in the history of the U.S.
Week 23-24	Economics	I	SS-05-3.4.2 Students will describe new knowledge, technology/tools and specialization increase/increased productivity in the U.S. (Colonization, Industrialization, 20th Century to present).	I CAN describe how technology/tools and specialization increases production in the U.S.
Week 23-24	Economics	I	SS-05-3.3.1 Students will give examples of markets in different periods of U.S. history (Colonization, Expansion, 20th century to present) and explain similarities and differences.	I CAN compare markets in different periods of history.
Week 25	Westward Expansion	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the broad historical periods and eras in U.S. history and explain the cause and effect relationships.
Week 26	Civil War	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the broad historical periods and eras in U.S. history and explain the cause and effect relationships.

Lincoln Elementary School Curriculum Prioritization and Mapping

5th Grade Social Studies

Week 27	Industrialization	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S history(Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the braod historical periods and eras in U.S history and explain the cause and effect relationships
Week 28	20th Century	I	SS-05-5.2.4 Students will describe significant historical events in each of the broad historical periods and eras in U.S history(Colonization and Settlements, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, 20th century to present) and explain cause and effect relationship.	I CAN describe significant historical events in each of the braod historical periods and eras in U.S history and explain the cause and effect relationships