

**Civics-Government**

**Fifth Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in the democratic process.

**Benchmark 1:** The student understands the purpose of laws (rule of law) as it applies to the national government.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies the responsibilities of the federal government (e.g., national safety, creation of an orderly society, provision of the general welfare).</li> <li>2. (K) defines the rule of law as laws that must be followed by those in authority as well as those who are governed.</li> </ol>	

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**Benchmark 2:** The student understands the diversity of American society and socially shared ideals and political roots.

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<ol style="list-style-type: none"> <li>1. (K) describes the principles contained in the Declaration of Independence and the Constitution of the U.S. including the Bill of Rights (e.g., right to question the government, a government ruled by and for the people, having a voice government through representation).</li> <li>2. (K) compares how the Magna Carta, Mayflower Compact, Articles of Confederation and other similar documents influenced the development of American constitutional government.</li> <li>3. _ (A) explains the basic ideals of the American republican system (i.e., liberty, justice, equality of opportunity, human dignity).</li> <li>4. _ (K) recognizes important founding fathers and their contributions (i.e., George Mason, Thomas Jefferson, James Madison, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).</li> </ol>	

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**Benchmark 3:** The student understands how the U.S. Constitution allocates power and responsibility in the government.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) defines federalism as a system of government in which power is divided between national /central and state governments understands the importance of federalism as a way to distribute power by preventing a concentration of power.</li> <li>2. (K) defines the separation of power and give examples how power is limited (e.g., the President can nominate a Supreme Court Justice, but Congress has to approve).</li> <li>3. (K) describes how the United States Constitution supports the principle of majority rule but also protects the rights of the minority.</li> <li>4. _ (A) explains the functions of the three branches of government (i.e., legislative-make rules/law; executive - enforce rules/law; judicial – interpret rules/law).</li> </ol>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities of a good citizen.

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<ol style="list-style-type: none"> <li>1. (K) distinguishes between rights, privileges, and responsibilities (e.g., rights: right to vote, freedom of speech; privileges: getting a driver’s license, practicing medicine or law; responsibility; telling the truth, helping others).</li> <li>2. (K) identifies U.S. citizenship has privileges that can be earned (e.g., meeting requirements to serve of a jury, qualifying to hold public office, meeting requirements for teacher certification, meeting criteria for a driver’s license).</li> <li>3. (K) compares the methods by which we elect government officials (e.g., Electoral College and popular vote).</li> <li>4. (K) examines the steps necessary to become an informed voter (e.g., recognizes issues and candidates, personal choice, and voting).</li> </ol>	

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**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

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<ol style="list-style-type: none"> <li>1. (A) compares and contrasts state and federal governments (e.g., governor vs. President, state legislature vs. Congress).</li> <li>2. (K) identifies the characteristics of a republic and a representative democracy.</li> <li>3. (A) understands that countries around the world have different types of government and that government types can change (e.g., monarchy, republic, democracy).</li> </ol>	

**Economics**

**Fifth Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains how scarcity of resources requires individuals, communities, states, and nations to make choices about goods and services (e.g., what food to eat, type of housing to live in, how to use land).</li> <li>2. _ (A) determines how unlimited wants and limited resources lead to choices that involve opportunity costs.</li> <li>3. (K) describes how productivity can be increased as a result of specialization (e.g., blacksmith, specializing of milling, printers, cobblers, tobacco is the specialization of the southern colony).</li> <li>4. (A) gives examples of economic interdependence of at least two of the following levels: local, state, regional, national. (e.g., Western settlers depended on Easterners for textiles, Easterners depended on Westerners for furs and hides).</li> </ol>	<ol style="list-style-type: none"> <li>1. When studying American Indians discuss how the nomadic tribes lived in tee-pees so they could move with the prey and how the sedentary tribes had more permanent housing since they didn't have to move around. Make displays showing different types of homes.</li> <li>2. Create drawings to illustrate why many American Indians had to move their homes (choice) in order to follow their food supply. The opportunity cost would be lack of food.</li> <li>3. Make a Venn diagram of specialized jobs in a northern colony versus specialized jobs in a southern colony and the similarities in the center. Discuss the differences occurred.</li> <li>4. Make a map of the colonies and show the products produced in each of the colonial regions. Draw lines to connect the products that are traded between regions.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

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**Benchmark 2:** The student understands how the market economy works in the United States.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) defines supply and demand.</li> <li>2. _ (K) identifies factors that change supply or demand for a product (i.e., technology changes (supply), invention of new and substitute goods (demand), climate and weather (supply or demand).</li> <li>3. (K) describes how changes in supply and demand affect prices of specific products.</li> </ol>	<ol style="list-style-type: none"> <li>1. make a poster to illustrate supply and demand of a product.</li> <li>2. make a web showing different factors that change supply and demand.</li> <li>3. make a cause and effect chart showing how weather can affect both the supply and demand for a particular agricultural product and hypothesize how the price of that product would also be affected.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) - (\$) understands that banks are institutions where people (individuals, families, and businesses) save money and earn interest and where people borrow money and pay interest.</li> <li>2. (A) - (\$) gives examples of how positive and negative incentives affect people’s behavior (laws, such as the Stamp Act, Sugar Act; profit; product price, indentured servant).</li> <li>3. (K) recognizes barriers to trade among people across nations (e.g., quotas, tariffs, boycotts, geography).</li> </ol>	<ol style="list-style-type: none"> <li>1. Invite a banker into the classroom to talk with the students about banks.               <ol style="list-style-type: none"> <li>1. take a field trip to a bank.</li> </ol> </li> <li>2. assume the role of a newspaper reporter. Write questions you would ask if you had a chance to interview an indentured servant. Research to find the answers to your questions and report your findings in a newspaper article. Make sure the questions asked are geared toward positive and negative incentives.</li> <li>3. Write a letter to your King explaining the barriers to trade you are experiencing in an English, French, or Spanish colony. (instructional suggestions are in development and may change)</li> </ol>

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**Benchmark 4:** The student analyzes the role of the government in the economy.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
1. (K) - (\$) describes revenue sources for different levels of government (e.g., personal income taxes, property taxes, sales tax, interest, borrowing).	1. Plan a field trip to the county treasurer’s office (or invite them in as a guest speaker). (instructional suggestions are in development and may change)

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (A) - (\$) determines the costs and benefits of a spending, saving, or borrowing decision.</li> <li>2. (K) - (\$) recognizes that supply of and demand for workers in various careers affect income.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make a chart and list the benefits (pros) and costs (cons) of a spending decision.</li> <li>2. Choose a career to research. Find out the number of people currently in the occupation and the number of people needed (now and in the future). Predict how the supply and demand of workers affects salaries (e.g., nursing, technology careers, construction).</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Geography**

**Fifth Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Maps and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
1. (A) explains and uses map titles, symbols, cardinal directions and intermediate directions, legends, latitude and longitude. 2. _ (K) locates major physical and political features of Earth from memory (see Appendix 2 for assessment items).	

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**Benchmark 2: Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) identifies the major physical characteristics of New England Colonies, Middle Colonies, and Southern Colonies (e.g., location, climate, and resources).</li> <li>2. (K) identifies the human characteristics of the New England Colonies, Middle Colonies, and Southern Colonies (e.g., national origins, religion, customs, government, agriculture, industry, and architecture).</li> </ol>	

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*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
1. (K) identifies renewable and nonrenewable resources and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).	

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**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) explains reasons for variation in population distribution (e.g., environment, migration, government policies).</li> <li>2. _ (A) identifies the push/pull factors (causes) of human migration on place and population (i.e., war, famine, religious freedom; economic opportunity).</li> <li>3. (K) describes the effects of human migration on place and population (e.g., population shifts, conflict, acculturation; diffusion of ideas, diseases, crops and culture).</li> <li>4. (K) describes factors that influence and change the location and distribution of economic activities (e.g., resources, technology, transportation and government).</li> <li>5. (A) describes the forces of conflict and cooperation that divide or unite people (e.g., land disputes, religious intolerance, taxation).</li> </ol>	

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**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) examines varying viewpoints regarding resource use (e.g., American Indian vs. European settler, past vs. present).</li> <li>2. (K) identifies the relationship between the acquisition and use of natural resources and advances in technology using historical and contemporary examples (e.g., compass for navigation, water power, steel plow).</li> </ol>	

**Kansas, United States, and World History**

**Fifth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the age of exploration.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (K) explain how various American Indians have adapted to their environment in relationship to shelter and food (i.e., Plains, woodland, NW Coast, SE, SW).</li> <li>2. (A) shows how traditional arts and customs of various American Indians are impacted by the environment (e.g., Plains, woodland, NW Coast, SE, SW, Mayan, Aztec, Inca).</li> <li>3. _ (A) compares the motives and technology that encouraged European exploration (i.e., Leif Erikson, Colombus, Ponce de Leon, Cortes, De Sota, Hudson, Balboa, LaSalle, and Coronado).</li> <li>4. (A) examines the interaction between European explorers and American Indians (e.g., trade, customs, disease, Mayan, Aztec, Inca).</li> </ol>	

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**Fifth Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in colonization era of the United States (1607-1763).

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains why early settlements succeeded or failed (e.g., Pilgrims, Puritans, St. Augustine, Quebec).</li> <li>2. (A) maps the patterns of colonial settlement (e.g., British, French, Spain, and Indigenous populations).</li> <li>3. _ (A) compare and contrast political and economic structures in the New England, Middle, and Southern Colonies (i.e., political-House of Burgesses, town meetings, colonial forms of representation, Economics-agricultural, trade).</li> <li>4. (A) compares and contrasts the impact of European settlement from an American Indian and European point of view (e.g., British, Spanish, French).</li> <li>5. (A) analyzes the causes and impact of forced servitude in North America (e.g., indentured servant, Middle Passage, and slave life).</li> <li>6. (K) explains the causes and effects of the French and Indian War on American Revolutionary period.</li> <li>7. (K) explain the impact of religious freedom.</li> </ol>	

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**Fifth Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 3:** The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1800).

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (K) describes the causes of the American Revolution (i.e., Proclamation of 1763, Intolerable Acts, Stamp Act, British Debt).</li> <li>2. _ (K) explains the significance of important groups in the American Revolution (i.e., Loyalists, Patriots, Sons of Liberty).</li> <li>3. (A) examines the significance of important turning points in the American Revolution (e.g., Boston Massacre, Continental Congress, Boston Tea Party, Lexington and Concord, Saratoga, Valley Forge, Yorktown).</li> <li>4. (K) discusses the international support for the American Revolution (e.g., French, Lafayette).</li> <li>5. (K) discusses the strengths and weaknesses of the Articles of Confederation.</li> <li>6. _ (K) describes how the Constitutional Convention lead to the creation of the U.S. Constitution (i.e., Great Compromise, 3/5 Compromise).</li> <li>7. _ (K) recognizes the importance of the presidency as it was defined by George Washington (i.e., leadership qualities, balance of power, setting the precedent, cabinet selection, term limits).</li> <li>8. (K) explains U.S. land policy and its impact on American Indians (e.g., sale of western lands, Land Ordinance 1785, the Northwest Ordinance of 1787).</li> </ol>	

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**Benchmark 4:** The student engages in historical thinking skills.

Fifth Grade Knowledge and Application Indicators	Fifth Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. _ (A) integrate historical timelines using two historical items (i.e., comparing developments in colonial American to those in England, France, Spain).</li> <li>2. (A) examines multiple primary resources to understand point of view of a historical figure.</li> <li>3. (A) locates information using a variety of sources to support a thesis statement.</li> <li>4. (A) uses information including primary source to debate a problem or a historical issue.</li> <li>5. (A) observes and draws conclusions.</li> <li>6. (A) uses research skills (e.g., discusses ideas, formulates broad and specific questions, determines a variety of sources, locates appropriate information, records information, organizes and shares information in both oral and written form, evaluates relevant information, to interpret a historical person or event in history and notes the source of information.</li> </ol>	