

Three Cultures

natural resources New World Old World longitude latitude glacier

geography
Bering Land Bridge

climate

Columbian Exchange

arid
migration
conservation
colonization
missionary

megalopolis

Northwest Passage imports
Silk Raod exports producer hemisphere

Equator century Prime Meridian

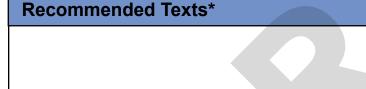
decade
parallels
meridians
symbol
environment

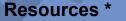
scale

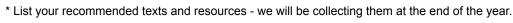
Mound Builders

Anasazi Pueblo Messa irrigation Beringia farming hunter gatherer nomad

Northwest Coast Eastern Woodlands Southwest Desert Great Plains Mound Builders









School District

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DRAFT

Fifth Grade • First Quarter

Pacing Guide



Social Studies

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Grade 5		Social Studies		First Quarter
Three Cultures Interact	Colonization and Settlement	Road to Revolution and the American Revolution	A New Nation: The Constitution and The Bill of Rights	Public Discourse, Decision Making and Citizen Involvement
5 - U1.1.1 I CAN use maps to locate peoples in the desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodlands. 5 - U1.1.2 I CAN compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or changed their environment. 5 - U1.1.3 I CAN describe Eastern Woodland American Indian life in the following areas—governmental and family structures, trade, and views on property ownership and land use. 5 - U1.2.1 I CAN explain how improved technology made sea exploration possible. (e.g., magnetic compass, astrolabe, improved maps, and political developments) I CAN explain how the rise of nation states led to increased exploration. 5 - U1.2.2 I CAN use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. 5 - U1.3.1 I CAN use maps to locate the major regions of Africa. 5 - U1.3.2 I CAN describe the life and cultural development of people living in western Africa before the 16th century in the following areas—economic and family structures, and the growth of states, towns, and trade. 5 - U1.4.1 I CAN describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	S - P3.1.1 □ I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. S - P3.1.2 □ I CAN use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. S - P3.1.3 □ I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. S - P3.3.1 □ I CAN compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

Colonial America

triangular trade interdependence

slaves

The Pilgrims indentured servants

The Puritans colonization

Mayflower Compact Virginia House of Burgesses

middle passage

cash crop

plantation cost

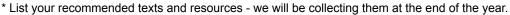
benefit adapt modify

interact apprentice

Proprietary Colony
Royal Colony

taxes

Recommended Texts*	Resources*
· ·	





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Fifth Grade • Second Ouarter

Pacing Guide



Social Studies

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Grade 5	Social Studies			dies Second Quarter	
Three Cultures Interact	Colonization and Settlement	Life in Colonial America	A New Nation: The Constitution and the Bill of Rights	Public Discourse, Decision Making and Citizen Involvement	
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	5 - U1.4.2 I CAN use primary and secondary sources to compare Europeans and American Indians who came together in the Western Hemisphere after 1492 (government, property ownership and land use. 5 - U1.4.3 I CAN explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. 5 - U1.4.4 I CAN describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. 5 - U2.1.1 I CAN describe developments in the Southern colonies, including: why people settled there, establishment of Jamestown; relations with American Indians; development of one-crop economies, colonial assemblies and royal government, and slavery. 5 - U2.1.2 I CAN describe developments in the New England colonies, including: why people settled there, relations with American Indians; growth of agricultural and non-agricultural economies; the development of government; and why other colonies were developed. 5 - U2.1.3 I CAN describe developments in the Middle colonies, including: why people settled there; the growth of economies; the Dutch and Quaker settlements; English takeover; and immigration patterns leading to ethnic diversity. 5 - U2.1.4 I CAN compare the regional settlement patterns of the Southern, New England, and the Middle colonies. 5 - U2.3.1 I CAN locate the New England, Middle, and Southern colonies on a map.	5 - U2.2.1 I CAN describe Triangular Trade including: the trade routes, the people and goods that were traded, the Middle Passage, and its impact on life in Africa. 5- U2.2.2 I CAN describe the life of enslaved Africans and free Africans in the American colonies. 5- U2.2.3 I CAN describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. 5- U2.3.1 I CAN locate the New England, Middle, and Southern colonies on a map. 5- U2.3.2 I CAN describe the daily life of people living in the New England, Middle, and Southern colonies. 5- U2.3.3 I CAN describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). 5- U2.3.4 I CAN describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants, wealthy landowners). 5- U2.3.5 I CAN make generalizations about the reasons for regional differences in colonial America.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	5 - P3.1.1 □ I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. 5 - P3.1.2 □ I CAN use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. 5 - P3.1.3 □ I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. 5 - P3.3.1 □ I CAN compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	

The American Revolution

taxes

taxation without representation

Patriot

proclamation

revolution

declaration

treason

minutemen

militia

Stamp Act

Townshend Acts
Boston Massacre

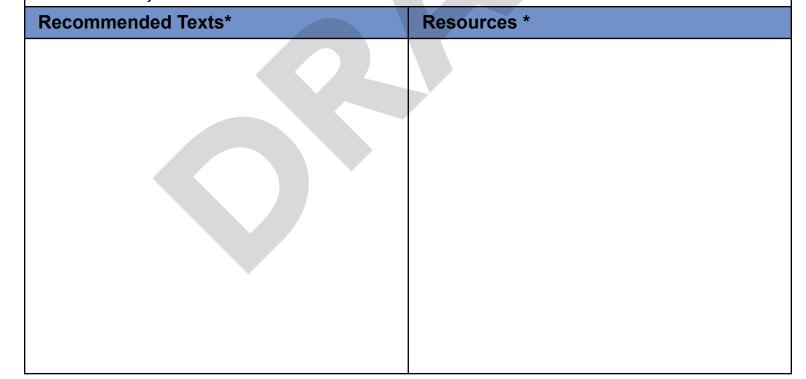
Intolerable Acts

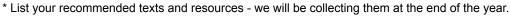
Articles of Confederation

Loyalist

Tory

Sons of Liberty







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Fifth Grade • Third Ouarter

Pacing Guide



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Three Cultures Interact	Colonization and Settlement	Road to Revolution and the American Revolution	Public Discourse, Decision Making and Citizen Involvement
This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	This is not a focus area during this quarter. Continue to reinforce skills and concepts previously introduced, as necessary.	5 - U3.1.1 □ I CAN describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. 5 - U3.1.2 □ I CAN describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. 5 - U3.1.3 □ I CAN use an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), to explain now British and colonial views on authority and the use of power without authority differed (views on representative government). 5 - U3.1.4 □ I CAN describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). 5 - U3.1.5 □ I CAN use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. 5 - U3.1.6 □ I CAN identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine, Paul Revere, and riders. 5 - U3.1.7 □ I CAN describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. 5 - U3.1.8 □ I CAN identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken. 5 - U3.2.2 □ I CAN describe the importance of Valley Forge, the Battle of Saratog	□ I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions. □ I CAN use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions. □ I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States. □ I CAN compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

Constitution and Bill of Rights

government ratify federal amendment checks & balances cabinet compromise democracy **Due Process** Bill of Rights Constitution Judicial public goods and services Legislative

Separation of Powers Executive

Senate 3/5 Compromise Virginia Plan Congress House of Representatives Federalist Representative Government NW Ordinance Veto Shav's Rebellion

Recommended Texts*	Resources*

New Jersey Plan

* List your recommended texts and resources - we will be collecting them at the end of the year.



preamble

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Mark Coscarella, Ed.D. Deputy Superintendent

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Fifth Grade • Fourth Quarter





Social Studies

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Grade 5		Social Studies		Fourth Quarter
Three Cultures Interact	Colonization and Settlement	Road to Revolution and the American Revolution	A New Nation: The Constitution and the Bill of Rights	Public Discourse, Decision Making and Citizen Involvement
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