

Vocabulary		
<div>Three Cultures</div> <div>natural resources</div> <div>New World</div> <div>Old World</div> <div>longitude</div> <div>latitude</div> <div>glacier</div> <div>geography</div> <div>Bering Land Bridge</div> <div>climate</div> <div>Columbian Exchange</div> <div>arid</div> <div>migration</div> <div>conservation</div> <div>colonization</div> <div>missionary</div> <div>megalopolis</div> <div>Northwest Passage</div> <div>imports</div> <div>Silk Raod</div> <div>exports</div> <div>producer</div> <div>hemisphere</div> <div>Equator</div> <div>century</div> <div>Prime Meridian</div> <div>decade</div> <div>parallels</div> <div>meridians</div> <div>symbol</div> <div>environment</div> <div>scale</div> <div>Mound Builders</div> <div>Anasazi</div> <div>Pueblo</div> <div>Messa</div> <div>irrigation</div> <div>Beringia</div> <div>farming</div> <div>hunter</div> <div>gatherer</div> <div>nomad</div> <div>Northwest Coast</div> <div>Eastern Woodlands</div> <div>Southwest Desert</div> <div>Great Plains</div> <div>Mound Builders</div>		
Recommended Texts*	Resources *	

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Fifth Grade • First Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

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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
<p>5 - U1.1.1</p> <p><input type="checkbox"/> I CAN use maps to locate peoples in the desert Southwest, the Pacific Northwest, the Great Plains, and the Eastern Woodlands.</p> <p>5 - U1.1.2</p> <p><input type="checkbox"/> I CAN compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or changed their environment.</p> <p>5 - U1.1.3</p> <p><input type="checkbox"/> 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.</p> <p>5 - U1.2.1</p> <p><input type="checkbox"/> I CAN explain how improved technology made sea exploration possible. (e.g., magnetic compass, astrolabe, improved maps, and political developments)</p> <p><input type="checkbox"/> I CAN explain how the rise of nation states led to increased exploration.</p> <p>5 - U1.2.2</p> <p><input type="checkbox"/> 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.</p> <p>5 - U1.3.1</p> <p><input type="checkbox"/> I CAN use maps to locate the major regions of Africa.</p> <p>5 - U1.3.2</p> <p><input type="checkbox"/> 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.</p> <p>5 - U1.4.1</p> <p><input type="checkbox"/> I CAN describe the convergence of Europeans, American Indians, and Africans in North America after 1492 from the perspective of these three groups.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>5 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5 - P3.1.2</p> <p><input type="checkbox"/> 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.</p> <p>5 - P3.1.3</p> <p><input type="checkbox"/> I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>5 - P3.3.1</p> <p><input type="checkbox"/> 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.</p>

Vocabulary	
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 Quarter

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Grade 5 Social Studies 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
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>5 - U1.4.2</p> <p><input type="checkbox"/> 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).</p> <p>5 - U1.4.3</p> <p><input type="checkbox"/> 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.</p> <p>5 - U1.4.4</p> <p><input type="checkbox"/> I CAN describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.</p> <p>5 - U2.1.1</p> <p><input type="checkbox"/> 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.</p> <p>5 - U2.1.2</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 5 - U2.1.3</p> <p><input type="checkbox"/> 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.</p> <p>5 - U2.1.4</p> <p><input type="checkbox"/> I CAN compare the regional settlement patterns of the Southern, New England, and the Middle colonies.</p> <p>5 - U2.3.1</p> <p><input type="checkbox"/> I CAN locate the New England, Middle, and Southern colonies on a map.</p>	<p>5 - U2.2.1</p> <p><input type="checkbox"/> 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.</p> <p>5- U2.2.2</p> <p><input type="checkbox"/> I CAN describe the life of enslaved Africans and free Africans in the American colonies.</p> <p>5 - U2.2.3</p> <p><input type="checkbox"/> 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.</p> <p>5 - U2.3.1</p> <p><input type="checkbox"/> I CAN locate the New England, Middle, and Southern colonies on a map.</p> <p>5 - U2.3.2</p> <p><input type="checkbox"/> I CAN describe the daily life of people living in the New England, Middle, and Southern colonies.</p> <p>5 - U2.3.3</p> <p><input type="checkbox"/> 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).</p> <p>5 - U2.3.4</p> <p><input type="checkbox"/> I CAN describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants, wealthy landowners).</p> <p>5 - U2.3.5</p> <p><input type="checkbox"/> I CAN make generalizations about the reasons for regional differences in colonial America.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>5 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5 - P3.1.2</p> <p><input type="checkbox"/> 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.</p> <p>5 - P3.1.3</p> <p><input type="checkbox"/> I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>5 - P3.3.1</p> <p><input type="checkbox"/> 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.</p>

Vocabulary	
<div>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</div>	
Recommended Texts*	Resources *

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Fifth Grade • Third Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Grade 5 Social Studies Third Quarter			
Three Cultures Interact	Colonization and Settlement	Road to Revolution and the American Revolution	Public Discourse, Decision Making and Citizen Involvement
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>5 - U3.1.1</p> <p><input type="checkbox"/> 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.</p> <p>5 - U3.1.2</p> <p><input type="checkbox"/> I CAN describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 - U3.1.3</p> <p><input type="checkbox"/> 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 how British and colonial views on authority and the use of power without authority differed (views on representative government).</p> <p>5 - U3.1.4</p> <p><input type="checkbox"/> 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).</p> <p>5 - U3.1.5</p> <p><input type="checkbox"/> 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.</p> <p>5 - U3.1.6</p> <p><input type="checkbox"/> 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.</p> <p>5 - U3.1.7</p> <p><input type="checkbox"/> 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., 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.</p> <p>5 - U3.1.8</p> <p><input type="checkbox"/> 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.</p> <p>5 - U3.2.1</p> <p><input type="checkbox"/> I CAN describe advantages and disadvantages of each side during the American Revolution with respect to military, leadership, geography, types of resources and incentives.</p> <p>5 - U3.2.2</p> <p><input type="checkbox"/> I CAN describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.</p> <p>5 - U3.2.3</p> <p><input type="checkbox"/> I CAN compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.</p> <p>5 - U3.2.4</p> <p><input type="checkbox"/> I CAN describe the significance of the Treaty of Paris (establishment of the United States and its boundaries).</p>	<p>5 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.</p> <p>5 - P3.1.2</p> <p><input type="checkbox"/> 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.</p> <p>5 - P3.1.3</p> <p><input type="checkbox"/> I CAN give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.</p> <p>5 - P3.3.1</p> <p><input type="checkbox"/> 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.</p>

Vocabulary	
<div><div>Constitution and Bill of Rights</div><div>government amendment checks & balances compromise Due Process Constitution public goods and services Separation of Powers Senate Congress House of Representatives Representative Government Veto preamble</div><div>ratify federal cabinet democracy Bill of Rights Judicial Legislative Executive 3/5 Compromise Virginia Plan Federalist NW Ordinance Shay's Rebellion New Jersey Plan</div></div>	
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Fifth Grade • Fourth Quarter
Pacing Guide



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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