

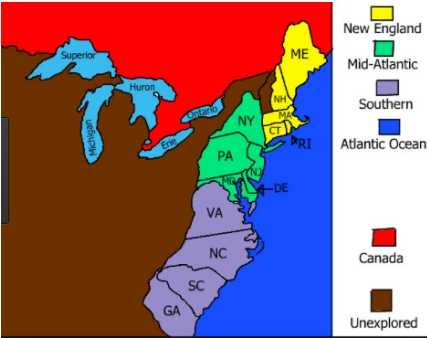
**5th Grade Social Studies Pacing Guide**  
(4/5/24)

First Trimester

Units	<a href="#">Standards</a>	I Can Statements	Possible Resources	Assessment
Indigenous People (2 Weeks)  (please note that any reference to "Native American" should be rephrased as "Indigenous People")	5-U1.1.1 5-U1.1.2 5-U1.1.3 5-P4.2.2	<ul style="list-style-type: none"> <li>Use maps to locate peoples in the Eastern Woodlands, desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains</li> <li>Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.</li> <li>Describe Eastern Woodland life with respect to governmental and family structures, trade, and relationship to the land.</li> <li>Participate in projects to help or inform others.</li> </ul>	<b>Day 1: Mapping</b> MAISA Unit 1 Lesson 2 Excerpts- U1.1.1 <ul style="list-style-type: none"> <li><a href="#">Mapping Lesson for Indigenous Regions</a></li> <li><a href="#">Student Handout for Mapping Activity</a></li> </ul> <b>Day 2-3: Eastern Woodlands</b> Lesson 2: Eastern Woodlands <ul style="list-style-type: none"> <li><a href="#">Indigenous Peoples of the Forest Video</a></li> <li><a href="#">Guided Notes for Videos</a></li> </ul> <b>Day 4-10: Indigenous Peoples Research Project</b>	<a href="#">Indigenous Peoples Research Project</a>
Explorers  Three Worlds Unite (Africa)  (4 weeks)	5-U1.2.1 5-U1.2.2 5U1.3.1 5U1.3.2 5-U1.4.1 5-U1.4.2 5-U1.4.3 5-U1.4.4	<ul style="list-style-type: none"> <li>Explain the technological and political developments that made sea exploration possible</li> <li>Compare individual explorers and stories in Europe with the consequences of exploration and colonization</li> <li>Use maps to locate the major regions of Africa (North, West, Central, East, and Southern Africa)</li> <li>Describe the life and cultural development of people living in West Africa before the 16th century.</li> <li>Describe the convergence of Europeans, Indigenous Peoples, and Africans in America after 1492</li> <li>Use primary and secondary sources to compare Europeans, Indigenous Peoples, and Africans</li> <li>Explain the cultural impact that occurred between British, French, and Spanish on the lives of Indigenous Peoples</li> <li>Describe the Columbian Exchange and its impact on Europeans, Indigenous Peoples, and Africans</li> <li>Participate in projects to help or inform others.</li> </ul>	<b>Day 1: Mapping &amp; Primary and Secondary Sources</b> <a href="#">Primary/ Secondary Sources and Mapping Regions of Africa</a>  <b>Day 2-5: Cultures of West Africa Before the 16th Century</b> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book- Ch. 2</a> Pgs. 16-23</li> </ul> <b>Day 6: Sea Exploration</b> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book- Ch. 2</a> Pgs. 24-26</li> <li><a href="#">Exploration Technology Presentation</a></li> </ul> <b>Day 7-8 : Columbian Exchange &amp; Convergence of Cultures</b> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book- Ch. 2</a> Pgs. 27-30</li> <li><a href="#">Slave Voyages Video</a></li> </ul> <b>Day 9-15 -Explorers Project</b>  Additional Teacher Resource: Harcourt Social Studies - The United States Unit 2 - Exploration and Settlement Chap. 3 - The Age of Exploration Pgs. 106-142	<a href="#">Explorer Project Option 1</a>  <a href="#">Explorer Project Option 2</a>  <a href="#">Explorer Project Rubric</a>

Second Trimester

Units	<a href="#">Standards</a>	I Can Statement	Possible Resources	Assessment
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<p>Colonization (~3 weeks)</p>	<p>5-U2.1.1 5-U2.1.2 5-U2.1.3 5-U2.1.4 5-U2.1.5 5-U2.2.1 5-U2.2.2 5-U2.2.3 5-U2.3.3 5-U2.3.4 5-U2.3.5</p>	<p>Describe significant developments in the New England colonies including:</p> <ul style="list-style-type: none"> <li>• Patterns of settlement and control including the impact of geography (land-forms and climate) on a settlement</li> <li>• Interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural and non-agricultural economies</li> <li>• The development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government</li> <li>• Religious tensions in Massachusetts that led to the establishment of other colonies in New England</li> </ul> <p>Describe significant developments in the Middle colonies, such as</p> <ul style="list-style-type: none"> <li>• Patterns of settlement and control, including the impact of geography on settlement</li> <li>• Interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.</li> <li>• The growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.</li> </ul> <p>Participate in projects to help or inform others.</p> <ul style="list-style-type: none"> <li>• Immigration patterns leading to ethnic diversity in the Middle colonies.</li> <li>• Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies</li> <li>• Explain the economic, political, cultural, and religious causes of migration to colonial North America.</li> <li>• Describe Triangular Trade, including <ul style="list-style-type: none"> <li>○ The trade routes</li> </ul> </li> </ul>	<p><b>Day 1- Mapping</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Blank Map Activity</a></li> </ul>  <p><b>Day 2-4- Southern Colonies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Primary Source Activity Options</a> (Recommend using Student Handout 1)</li> <li>• <a href="#">Michigan Open Book Lesson 4 Supplemental Materials h. 3</a> Pgs. 11-17</li> </ul> <p><b>Day 5-7- The New England Colonies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Michigan Open Book Ch. 3</a> Pgs. 18-24</li> <li>• <a href="#">MAISA Student Materials</a> (Recommend using Student Handout 1)</li> </ul> <p><b>Day 8-10- Middle Colonies</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MAISA Student Materials</a> (Recommend using Student Handout 1 and 2 (timeline of all the colonies)</li> <li>• <a href="#">Michigan Open Book Ch. 3</a> Pgs. 25-29</li> </ul> <p><b>Day 11- Slavery Life in America</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Michigan Open Book Ch. 4</a> Pgs. 35-41</li> <li>• <a href="#">African American History Timeline</a></li> <li>• <a href="#">African Participation and Resistance to the Trade</a></li> </ul> <p><b>Day 12-16- 13 Colonies Flap Book Project</b></p> <p>Additional Teacher Resource: Harcourt Social Studies - The United States Unit 2 - Exploration and Settlement Chap. 5 - The Thirteen Colonies Pgs. 176-204</p>	<p><a href="#">13 Colonies Flap Book Project Instructions, Materials, and Rubric</a></p>
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		<ul style="list-style-type: none"> <li>○ The people and goods that were traded</li> <li>○ The Middle Passage</li> <li>○ The impact on life in Africa</li> <li>● Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.</li> <li>● Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities (Gullah Islands, Louisiana, The Carolinas)</li> <li>● Participate in projects to help or inform others.</li> </ul>		
Road to the American Revolution (2 weeks)	5.U3.1.1 5-U3.1.2	<ul style="list-style-type: none"> <li>● Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy</li> <li>● Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts</li> </ul>	<p><b>Day 1- French and Indian War</b></p> <ul style="list-style-type: none"> <li>● <a href="#">French and Indian War Lesson</a></li> <li>● <a href="#">MAISA Student Materials</a></li> <li>● <a href="#">Michigan Open Book Ch. 5</a> Pgs. 7-11</li> </ul> <p><b>Day 2- Stamp Act</b></p> <ul style="list-style-type: none"> <li>● <a href="#">MAISA Lesson 4</a> (teach highlighted sections only)</li> <li>● <a href="#">MAISA Lesson 4 Handout</a></li> <li>● <a href="#">MAISA Lesson 4 Slides</a></li> <li>● <a href="#">Michigan Open Book Ch. 5</a> Pgs. 12-16</li> </ul> <p><b>Day 3- The Boston Massacre</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Boston Massacre Lesson</a> Pg. 1-4, #1-12</li> <li>● <a href="#">Michigan Open Book Ch. 5</a> Pgs. 19-21</li> <li>● <a href="#">Primary Source Activity</a> (Use pgs. 6-8)</li> </ul> <p><b>Day 4- Boston Tea Party</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Boston Tea Party Lesson</a> Pgs. 5-6, #13-18</li> <li>● <a href="#">Michigan Open Book Ch. 5</a> Pgs. 22-24</li> </ul> <p><b>Day 5- Intolerable Acts</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Intolerable Acts Lesson</a> Pgs. 6-7, #19-22</li> <li>● <a href="#">Michigan Open Book Ch. 5</a> Pgs. 22-24</li> <li>● Complete activity at the end of pg. 24 after reading</li> </ul> <p><b>Day 6-10- Performance Task</b></p> <p><b>Additional Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Harcourt Social Studies - The United States Unit 3</li> </ul>	<a href="#">Unit 4 Summative Performance Task</a>

Units	<a href="#">Standards</a>	I Can Statement	Possible Resources	Assessment
American Revolution & Its Consequences (3 weeks)	5-U3.1.3 5-U3.1.4 5-U3.1.5 5-U3.1.6 5-U3.1.7 5-U3.1.8 5-U3.2.1 5-U3.2.2 5-U3.2.3 5-U3.2.4  **5-U3.3.4	<ul style="list-style-type: none"> <li>Use an event from the Revolutionary War era to explain how British and colonial views on authority and use of power without authority differed</li> <li>Describe the role of the First and Second Continental Congresses in unifying the colonies</li> <li>Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so</li> <li>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</li> <li>Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence</li> <li>Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken</li> <li>Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution</li> <li>Participate in projects to help or inform others.</li> <li>Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations</li> <li>Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution</li> <li>Investigate the role of women, enslaved, and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the</li> </ul>	<p><b>Day 1: First Continental Congress</b></p> <ul style="list-style-type: none"> <li><a href="#">MAISA Unit 4 Lesson 7</a> (use pg. 5-6 w/ 7 optional)</li> <li><a href="#">Slides 10-17</a></li> <li><a href="#">Lesson 7 Student Handout</a></li> <li><a href="#">Michigan Open Book</a> Section 1: No Choice But To Fight pg. 128-131</li> </ul> <p><b>Day 2: First Battles</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 2: The First Battles pg. 132-134</li> <li><a href="#">Lexington and Concord Primary Source Activity</a></li> </ul> <p><b>Day 3: Bunker Hill</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 3: The Battle of Bunker Hill pg. 135-136</li> </ul> <p><b>Day 4: Declaration of Independence</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 4: Declaring Independence pg. 137-140</li> <li><a href="#">Have the Declaration Ideals been Achieved Activity</a> (pg. 4)</li> <li><a href="#">MAISA Student Materials</a></li> </ul> <p><b>Day 5: The Role of African Americans, Women and Indigenous People (could be 2 days if time allows)</b></p> <ul style="list-style-type: none"> <li><a href="#">Stations Lesson Plan</a> (pg. 9-11)</li> <li><a href="#">Lesson Slides</a></li> <li><a href="#">Student Materials for Stations Lesson</a></li> <li><a href="#">Michigan Open Book</a> Section 5 pg. 141-142</li> </ul> <p><b>Day 6: Military Strategies</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 6: Fighting for Independence pg. 143-144</li> </ul> <p><b>Day 7: Trenton &amp; Saratoga</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 7: Turning Points pg. 145-146</li> <li><a href="#">Map of the Battle of Saratoga</a> (pg. 7)</li> </ul> <p><b>Day 8: Winter at Valley Forge</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 8: Winter at Valley Forge pg. 148-150</li> <li><a href="#">Valley Forge Mythology and Primary Source Activities</a> (pg. 8-16)</li> </ul> <p><b>Day 9: Winning the Revolution</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Section 9: Winning the Revolution pg. 151-153</li> <li><a href="#">Yorktown and Cornwallis/Washington Letters Activities</a> (pg. 17-19)</li> </ul>	<a href="#">Important People Research Project</a>

		<p>war.</p> <ul style="list-style-type: none"> <li>Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries)</li> <li>Participate in projects to help or inform others.</li> </ul>	<p><b>Day 10: The Treaty of Paris</b></p> <ul style="list-style-type: none"> <li><a href="#">Lesson 6 Plans</a> (pg. 3-6, skip Socratic Seminar for time)</li> <li><a href="#">Lesson 6 Slides</a> (starting at slide 4)</li> <li><a href="#">Lesson 6 Student Handouts</a></li> <li><a href="#">Michigan Open Book</a> Section 10: The Treaty of Paris pg. 154-155</li> </ul> <p><b>Day 11-15 Culminating Task</b></p> <p><b>Additional Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>Harcourt Social Studies - The United States Unit 3 - The American Revolution, Chap. 6 - The Colonies Unit Pgs. 220-265</li> <li>Harcourt Social Studies - The United States Unit 3 - The American Revolution Chap. 7 - The Revolutionary War Pgs. 266-300</li> <li>Picture Book: <a href="#">George vs. George: The American Revolution As Seen from Both Sides</a> by Rosalind Schanzer</li> </ul>	
<p>Government (2-3 weeks)</p> <p>*Timeline depends on end of the year testing and other scheduled events</p>	<p>5-U3.3.1 5-U3.3.2 5-U3.3.3 5-U3.3.5 5-U3.3.6 5-U3.3.7 5-U3.3.8 5-P3.1.1 5-P3.1.2 5-P3.1.3 5-P3.3.1 5-P4.2.2</p>	<ul style="list-style-type: none"> <li>Describe the powers of the national government and state governments under the Articles of Confederation</li> <li>Give examples of problems the country faced under the Articles of Confederation</li> <li>Explain why the Constitutional Convention was convened and why the convention was written</li> <li>Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.</li> <li>Participate in projects to help or inform others.</li> <li>Give reasons why the Framers wanted to limit the power of government</li> <li>Describe the principles of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution</li> <li>Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification</li> </ul>	<p><b>Day 1: Geography Contextualization</b></p> <ul style="list-style-type: none"> <li><a href="#">MAISA Unit 6 Lesson 1</a> (Day 1)</li> <li><a href="#">Lesson Slides</a></li> <li><a href="#">Lesson Supplements</a></li> </ul> <p><b>Day 2: The Articles of Confederation</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Pgs. 7-13</li> <li><a href="#">Articles of Confederation Help/Hinder Graphic Organizer</a> (pg. 4-5)</li> <li><a href="#">Shay's Rebellion Activity</a> (pg. 6)</li> </ul> <p><b>Day 3: Constitutional Convention</b></p> <ul style="list-style-type: none"> <li><a href="#">MAISA Unit 6 Lesson 3</a> (pg. 4 item #7- pg. 7)</li> <li><a href="#">Lesson Slides</a> (slides 4-20 are most relevant)</li> <li><a href="#">Lesson Supplements</a></li> <li><a href="#">Michigan Open Book</a> Pgs. 14-17</li> </ul> <p><b>Day 4: The Three Branches and Federalism</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Pgs. 18-20</li> <li><a href="#">Lesson Slides</a></li> <li><a href="#">Federalism Worksheet</a></li> </ul> <p><b>Day 5: Bill of Rights</b></p> <ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Pgs. 21-23</li> </ul> <p><b>Day 6: The Amendments</b></p>	<p><a href="#">Summative Project</a></p> <p><a href="#">Summative Project Rubric</a></p>

		<ul style="list-style-type: none"> <li>Describe the rights of individuals protected in the Bills of Rights (the first 10 amendments) to the U.S. Constitution</li> <li>Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.</li> <li>Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternate resolutions.</li> <li>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.</li> <li>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.</li> <li>Participate in projects to help or inform others.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Michigan Open Book</a> Pgs. 24-25</li> <li><a href="#">List of Amendments and Analysis Activities</a> (pg. 18-20)</li> <li><a href="#">Case Study Activities</a> (pgs. 25-27)</li> </ul> <p><b>Day 7-11: Culminating Task</b></p> <p>Additional Teacher Resources:</p> <p>Harcourt Social Studies - The United States Unit 4 - A Growing Nation Intro - pgs 305-313 Chap. 8 - The Constitution pg. 316-451</p> <p><a href="#">Discovery Education Video</a> (The Three Branches of Government)</p> <p><a href="#">Discovery Education Video</a> (Our Government)</p>	
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