



5th Grade Social Studies Curriculum & Pacing Guide



Content Area: Social Studies		Grade Level: 5th	
Title of Unit: The Development of an Industrial, Urban, and Global United States (1870-1930)		Number of Weeks/Days: Two weeks	
Standards:		Assessment:	Resources:
Review Skills: 5 Themes of Geography Labeling the Key Parts of a World Map, Determining Location with Latitude and Longitude, Using Geographic Terms to Describe Land and Water, and Identifying Physical Features of the United States.		<ul style="list-style-type: none">History Alive! America's Past Textbook: Geography of the United States Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America's Past Textbook: Geography of the United StatesInteractive Student NotebookInteractive Desk Maps



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Content Area: Social Studies		Grade Level: 5th	
Title of Unit: Indigenous Peoples' Lives in the Americas		Number of Weeks/Days: Six weeks	
Standards:		Assessment:	Resources:
<p>U1 USHG ERA 1 – BEGINNINGS TO 1620 Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>		<ul style="list-style-type: none">History Alive! America's Past Textbook: American Indians and Their Land Unit AssessmentHistory Alive! America's Past Textbook: American Indian Cultural Regions Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America's Past Textbook: American Indians and Their LandHistory Alive! America's Past Textbook: American Indian Cultural RegionsInteractive Student NotebookInteractive Desk Maps
U1.1 Indigenous Peoples' Lives in the Americas: Describe the lives of the Indigenous Peoples living in North America prior to European contact.			
5 – U1.1.1 Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.			
5 – U1.1.2 Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.			
5 – U1.1.3 Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.			



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Content Area: Social Studies		Grade Level: 5th	
Title of Unit: European Exploration		Number of Weeks/Days: Six weeks	
Standards:		Assessment:	Resources:
<p>U1 USHG ERA 1 – BEGINNINGS TO 1620</p> <p>Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.</p>		<ul style="list-style-type: none">History Alive! America's Past Textbook: How and Why Europeans Came to the New World Unit AssessmentHistory Alive! America's Past Textbook: Routes of Exploration to the New World Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America's Past Textbook: How and Why Europeans Came to the New WorldHistory Alive! America's Past Textbook: Routes of Exploration to the New WorldInteractive Student NotebookInteractive Desk Maps
U1.2 European Exploration: Identify the causes and consequences of European exploration and colonization.			
5 – U1.2.1 Explain the technological and political developments that made sea exploration possible.			
5 – U1.2.2 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.			



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Content Area: Social Studies		Grade Level: 5	
Title of Unit: Life in Colonial America		Number of Weeks/Days: Eight weeks	
Standards:		Assessment:	Resources:
U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763) Individually and collaboratively, students will engage in planned inquiries to understand how European values and institutions transferred to and modified in the colonies, and how slavery reshaped European and African life in the Americas.		<ul style="list-style-type: none">• History Alive! America’s Past Textbook: Early English Settlements Unit Assessment• History Alive! America’s Past Textbook: Comparing the Colonies Unit Assessment• History Alive! America’s Past Textbook: Life in Colonial Williamsburg Unit Assessment	<ul style="list-style-type: none">• Goal and Scale• History Alive! America’s Past Textbook: Early English Settlements• History Alive! America’s Past Textbook: Comparing the Colonies• History Alive! America’s Past Textbook: Life in Colonial Williamsburg• Interactive Student Notebook• Interactive Desk Maps
U2.1 European Struggle for Control of North America: Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.			
5 – U2.1.1 Describe significant developments in the Southern colonies, including: <ul style="list-style-type: none">• patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.• the establishment of Jamestown.• the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).• interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.• the development of colonial representative assemblies (House of Burgesses).• the development of slavery.			



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5 – U2.1.2 Describe significant developments in the New England colonies, including:

- patterns of settlement and control including the impact of geography (landforms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples, growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies.
- the development of government, including the establishment of town meetings, development of colonial legislatures, and growth of royal government.
- religious tensions in Massachusetts that led to the establishment of other colonies in New England.

5 – U2.1.3 Describe significant developments in the Middle colonies, including:

- patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.
- interactions with Indigenous Peoples, including the trading of goods, services, and ideas among Europeans and Indigenous Peoples.
- 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.
- immigration patterns leading to ethnic diversity in the Middle colonies.

5 – U2.1.4 Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.



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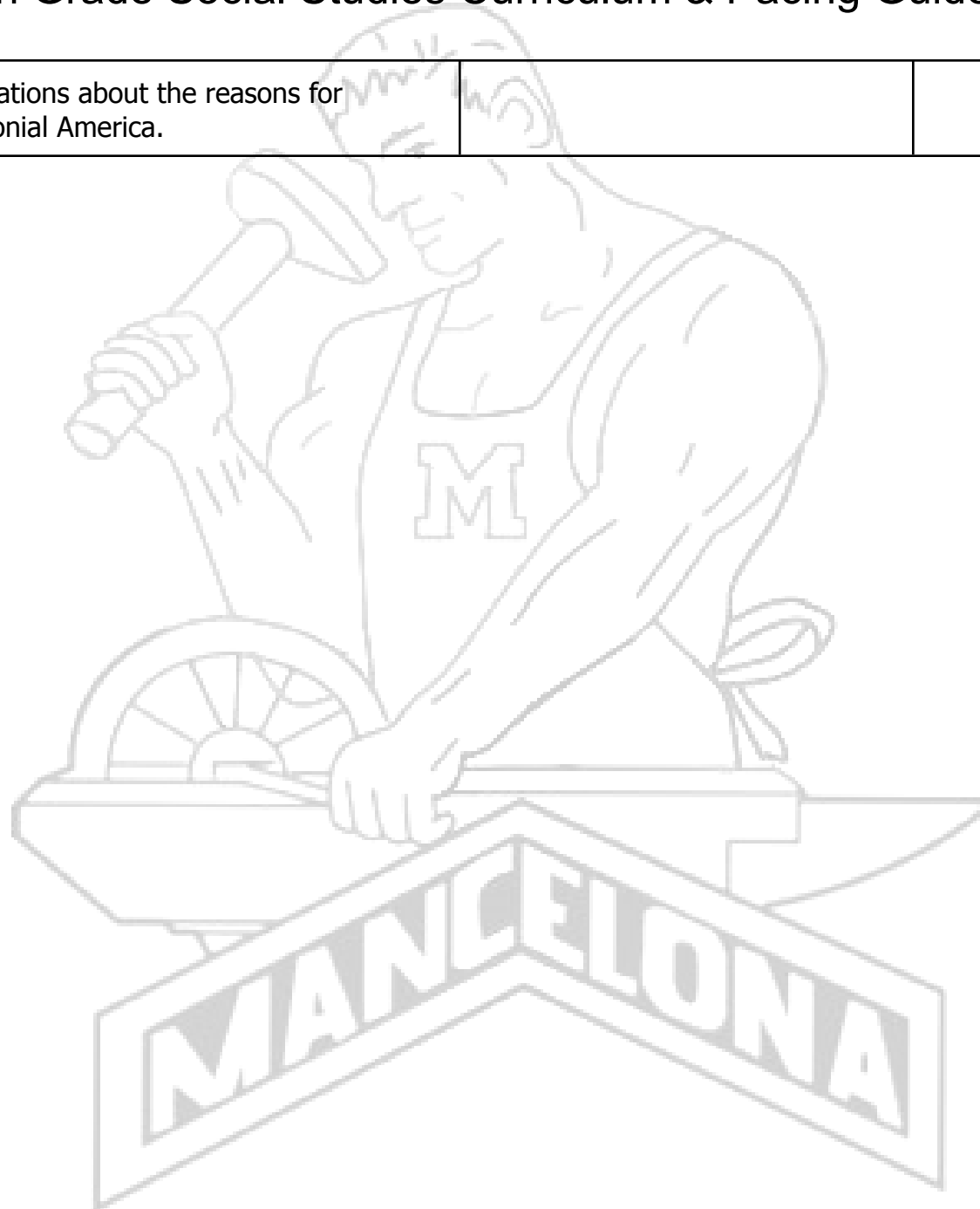
U2.2 European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.	
5 – U2.2.1 Describe Triangular Trade, including: <ul style="list-style-type: none">• the trade routes.• the people and goods that were traded.• the Middle Passage.• the impact on life in Africa.	
5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.	
5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.	
U2.3 Life in Colonial America Distinguish among and explain the reasons for regional differences in colonial America.	
5 – U2.3.1 Locate the New England, Middle, and Southern colonies on a map.	
5 – U2.3.2 Describe the daily lives of people living in the New England, Middle, and Southern colonies.	
5 – U2.3.3 Describe colonial life in America from the perspectives of at least three different groups of people.	
5 – U2.3.4 Describe the development of the emerging labor force in the colonies.	



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5 – U2.3.5 Make generalizations about the reasons for regional differences in colonial America.		
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Content Area: Social Studies		Grade Level: 5	
Title of Unit: African Life Before the 16th Century		Number of Weeks/Days: Two weeks	
Standards:		Assessment:	Resources:
U1 USHG ERA 1 – BEGINNINGS TO 1620 Individually and collaboratively, students will engage in planned inquiries to understand how early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.		<ul style="list-style-type: none">History Alive! America’s Past Textbook: Slavery in the Americas Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America’s Past Textbook: Slavery in the AmericasInteractive Student NotebookInteractive Desk Maps
U1.3 African Life Before the 16th Century Describe the lives of peoples living in West Africa prior to the 16th century.			
5 – U1.3.1 Use maps to locate the major regions of Africa (North Africa, West Africa, Central Africa, East Africa, Southern Africa).			
5 – U1.3.2 Describe the life and cultural development of people living in West Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.			
U2.2 European Slave Trade and Slavery in Colonial America Analyze the development of the slave system in the Americas and its impact.			
5 – U2.2.1 Describe Triangular Trade, including: • the trade routes. • the people and goods that were traded. • the Middle Passage. • the impact on life in Africa.			

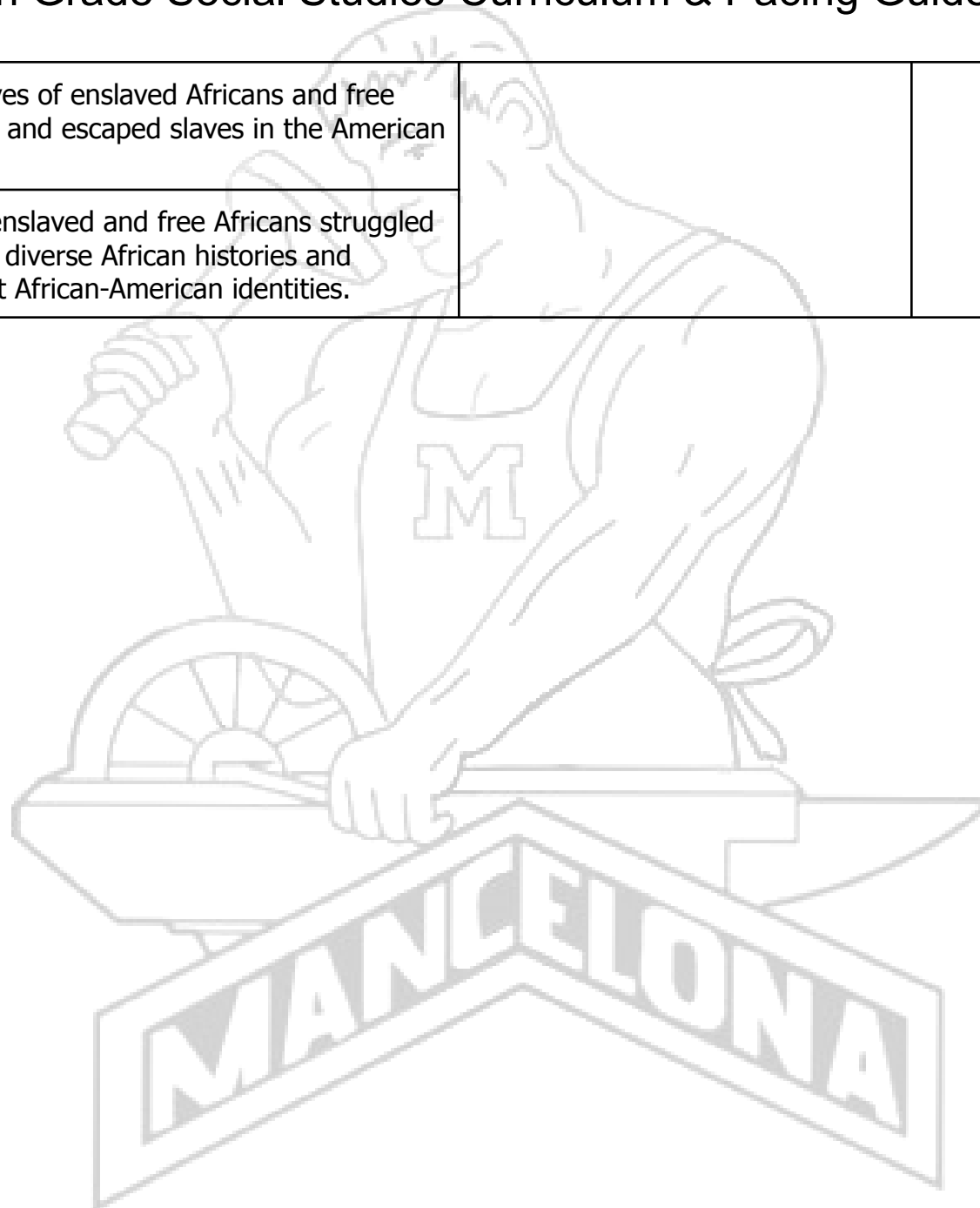


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5 – U2.2.2 Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.

5 – U2.2.3 Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.





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Content Area: Social Studies		Grade Level: 5	
Title of Unit: Revolution and the New Nation		Number of Weeks/Days: Eight Weeks	
Standards:		Assessment:	Resources:
U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754-1800) Individually and collaboratively, students will engage in planned inquiries to investigate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.		<ul style="list-style-type: none">History Alive! America’s Past Textbook: Tensions Grow Between the Colonies and Great Britain Unit AssessmentHistory Alive! America’s Past Textbook: To Declare Independence or Not Unit AssessmentHistory Alive! America’s Past Textbook: The Declaration of Independence Unit AssessmentHistory Alive! America’s Past Textbook: The American Revolution Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America’s Past Textbook: Tensions Grow Between the Colonies and Great BritainHistory Alive! America’s Past Textbook: To Declare Independence or NotHistory Alive! America’s Past Textbook: The Declaration of IndependenceHistory Alive! America’s Past Textbook: The American RevolutionInteractive Student NotebookInteractive Desk Maps
U3.1 Causes of the American Revolution Identify the major political, economic, and ideological reasons for the American Revolution.			
5 – U3.1.1 Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.			
5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.			
5 – U3.1.3 Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).			
5 – U3.1.4 Describe the role of the First and Second Continental Congresses in unifying the colonies.			



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5 – U3.1.5 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.		
5 – U3.1.6 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.		
5 – U3.1.8 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.		
U3.2 The American Revolution and its Consequences Explain the multi-faceted nature of the American Revolution and its consequences.		
5 – U3.2.1 Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.		
5 – U3.2.2 Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.		
5 – U3.2.3 Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.		
5 – U3.2.4 Describe the significance of the Treaty of Paris (establishment of the United States and its initial boundaries).		



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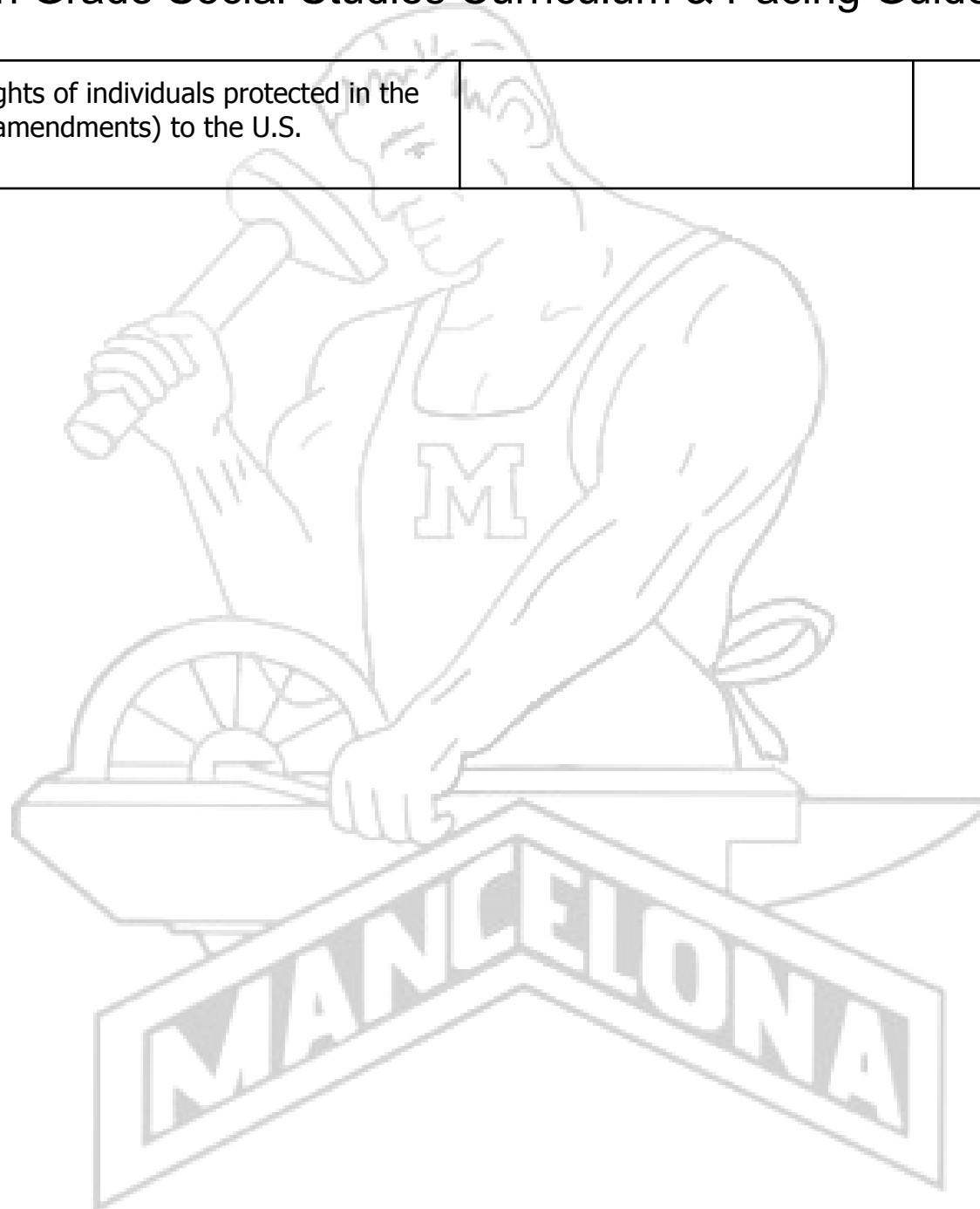
Content Area: Social Studies		Grade Level: 5	
Title of Unit: Creating New Government(s) and the Constitution		Number of Weeks/Days: Eight Weeks	
Standards:		Assessment:	Resources:
U3.3 Creating New Government(s) and a New Constitution Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.		<ul style="list-style-type: none">History Alive! America's Past Textbook: The Constitution Unit AssessmentHistory Alive! America's Past Textbook: The Bill of Rights Unit Assessment	<ul style="list-style-type: none">Goal and ScaleHistory Alive! America's Past Textbook: The ConstitutionHistory Alive! America's Past Textbook: The Bill of RightsInteractive Student NotebookInteractive Desk Maps
5 – U3.3.1 Describe the powers of the national government and state governments under the Articles of Confederation.			
5 – U3.3.2 Give examples of problems the country faced under the Articles of Confederation.			
5 – U3.3.3 Explain why the Constitutional Convention was convened and why the Constitution was written.			
5 – U3.3.4 Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution.			
5 – U3.3.5 Give reasons why the Framers wanted to limit the power of government.			
5 – U3.3.6 Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution.			
5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.			



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5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.		
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Content Area: Social Studies		Grade Level: 5	
Title of Unit: Public Discourse, Decision Making, and Civic Participation		Number of Weeks/Days: Four Weeks	
Standards:		Assessment:	Resources:
P3.1 Identifying and Analyzing Public Issues Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.		<ul style="list-style-type: none">• Current Events: Persuasive Essay• Service Learning Project	<ul style="list-style-type: none">• Graphic Organizer• Essay Outline• PSA Plan On relevant election years: <ul style="list-style-type: none">• Election Ballot• School-Wide Voting
5 – P3.1.1 Identify contemporary public issues related to the U.S. Constitution and their related factual, definitional, and ethical questions.			
5 – P3.1.2 Use graphic data and other sources to analyze information about a contemporary public issue related to the U.S. Constitution and evaluate alternative resolutions.			
5 – P3.1.3 Give examples of how conflicts over Democratic Values lead people to differ on contemporary Constitutional issues in the United States.			
P3.3 Persuasive Communication About a Public Issue Communicate a reasoned position on a public issue.			
5 – P3.3.1 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.			
P4.2 Civic Participation Act constructively to further the public good.			
5 – P4.2.1 Develop and implement an action plan and know how, when, and where to address or inform others about a public issue			



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5 – P4.2.2 Participate in projects to help or inform others.		
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