

Nettle Creek School Corporation
Curriculum Map



1st 9 Weeks

Course/Subject: Reading

Grade Level: 5

Adopted Curriculum Resource(s): Zaner-Bloser Word Wisdom

Target Assessment Dates: 9/17/21

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.RV.2.4	-I can use word origins, affixes, roots, known words, and word patterns to determine the meaning of words.	• Greek affix • Latin affix prefix suffix • word root • word pattern	
5.RV.2.5	-I can consult reference materials to determine the meaning of words or phrases. -I can consult reference materials to find the pronunciation of words and phrases.	• dictionary • pronunciation reference materials • thesaurus	• Merriam-Webster's Online Dictionary
5.RV.2.1	-I can use context clues to determine the meaning of unknown words. -I can use text features to determine the meaning of unknown words.	• context clue • determine text feature	• Flocabulary - Context Clues • Novel: How to Eat Fried Worms • How to Eat Fried Worms: Ch. 1-4

Nettle Creek School Corporation
Curriculum Map



			Audio • How to Eat Fried Worms - Worksheets (Context Clues)
5.RV.3.2	-I can determine the meanings of words and phrases in a <u>nonfiction text</u> .	• context clue	• Freckle - The 1918 Flu Pandemic • Epic - Surviving the Hindenburg

2nd 9 Weeks

Course/Subject: Reading
Grade Level: 5th
Adopted Curriculum Resource(s): Ready Reading
Target Assessment Dates: 10/15/21; 11/03/21; 11/23/21

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
---------------------------	-------------------------------	----------------	----------------------

Nettle Creek School Corporation
Curriculum Map



5.RN.2.2	-I can identify the main ideas of a nonfiction text. -I can explain how key details support the main ideas in a nonfiction text. -I can summarize a nonfiction text using main ideas and key details.	determine key detail main idea nonfiction text summarize text	• Flocabulary - Main Idea • Freckle - Main Idea
5.RN.2.1	-I can explain what a text says explicitly using quotes from the text. -I can make inferences from a text by using quotes from the text.	• explicit • inference • main idea • quote • text	
5.RL.2.3	-I can describe characters, settings, or events in a story or play using specific details from a text. -I can describe how the characters, events, and settings affect the plot.	• Plot • Character • Setting	
5.RL.2.2	-I can determine the theme of a story, play, or poem by using evidence from the text. -I can explain how a character's response to challenges in a text impact the theme. -I can explain how a speaker's reflection in a poem can impact the topic. -I can summarize a story, play, or poem in my own words.	• determine • play • poem • speaker • summarize • theme • text • topic	

Nettle Creek School Corporation
Curriculum Map



3rd 9 Weeks

Course/Subject: Reading

Grade Level: 5th

Adopted Curriculum Resource(s): Ready Reading

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.RN.4.1 5.ML.2.1	-I can explain how an author uses reasons and evidence to support a claim. -I can explain how the reasons and evidence support the particular points in the text. -I can identify which reasons and evidence support each claim	- claim - evidence - nonfiction text	Vocab List 1 Practices 1-3

Nettle Creek School Corporation
Curriculum Map



	-I can identify evidence used to support claims in media		
5.RL.4.2 (2 weeks)	• I can identify the theme of a story • I can identify the genre of a story • I can identify the topic of a story • I can compare and contrast stories of the same genre • I can compare and contrast stories that have similar themes / topics / genres	• compare • contrast • genre • theme • Topic • Venn Diagram	• Vocab List 2 • Venn Diagram • Gertrude McFuzz (Seuss) • The Sneetches (Seuss) • Adolf Hitler and the Holocaust • Yerdle the Turtle (Seuss) • Reading Workbook p. 398-399 • Vocab List 3 Practice 1 (short assignment) • The Big Brag (Seuss) • Favorite Greek Myths: Journey to the Underworld • Favorite Greek Myths: Chariot of the Sun god • Favorite Greek Myths: Arachne and Minerva • Triple Venn Diagram • Film: The Pagemaster • Pagemaster Worksheet
5.RN.4.2 5.RV.2.2	Students will: • Purple / Blue: read a novel of their choosing (pre approved by teacher) • Red / Green: read Frindle	• Media • Patterns • Affix • Information • Digital • Quote • Summary	• Teacher Reading Workbook p. 320b • Student Reading Workbook p. 320-335 • Novel: Frindle (Andrew Clements)

Nettle Creek School Corporation
Curriculum Map



	• Complete one of 4 book projects (resources) based on novel • Read from different sources • Will use theme / moral / topic to develop an idea about a text I can: • Use theme / moral / topic to develop an idea about a text. • I can use quotes from a text to support my ideas. • I can find the main ideas from text and use them to create a summary. • I can use digital media and texts to find information about a subject. • I can use digital media and text to demonstrate knowledge about a subject. • Find how two or more words are related using word patterns and affixes.	• Support	• Student Reading Workbook p. 320-335 • Book Project • Vocab List 4
--	---	---	---

Nettle Creek School Corporation
Curriculum Map



5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	Students Will: • Observe different texts • Observe different graphics associated with the text • Read stories and create visual media • Analyze visual media and create stories. I can: • Identify important information from visual media • Identify important information from audio media • Explain how different media can help me better understand text • Create original ideas and statements by combining information from different sources of media	• Media • Patterns • Affix • Information • Digital • Bias • Unbiased • Graphics • Visual • Audio	• Vocab List 5 • Workbook p. 320-321 • Workbook p. 384-385 • Workbook p. 386-387 • Workbook p. 324-325 • Workbook p. 326-327 • Short Stories • See Hear Chart • Song - Ma Belle Evangaline • Videos: ○ Kid Pres. - 20 things we should say more often ○ Kid Pres. - A Pep Talk to Teachers and Students ○ For the Birds ○ Icarus ○ Get Your Head in the Game
--	---	---	--

Nettle Creek School Corporation
Curriculum Map



5.RV.3.1	I can: • Identify figurative language (simile, metaphors, hyperbole, allusion, etc.) • Use words and phrases to find meaning in text • Use descriptive words to create imagery in text • Use figurative language to find meaning in text Students will:		• Nearpod

Nettle Creek School Corporation
Curriculum Map



4th 9 Weeks

Course/Subject:

Grade Level:

Adopted Curriculum Resource(s):

Target Assessment Dates:

Indiana Academic Standard		Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.RL.2.1		- Quote from a text - Use quotes to support inferences / statements - Write quotes accurately	- explicit - inference - quote - text	- Nearpod Series of Unfortunate Events: The Bad Beginning PDF - Diary of a Wimpy Kid (book 1)
5.RN.3.1		I can: - Use text features to help me understand information - Use information from text features to help me solve a problem		
		The students will...		

Nettle Creek School Corporation
Curriculum Map



1st 9 Weeks

Course/Subject: Writing

Grade Level: Grade 5

Adopted Curriculum Resource(s): Ready Writing

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.	The students will... I can write using nouns and pronouns correctly.	- noun - pronoun	
5.W.6.1b Verbs – a) writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses; b) correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).	The students will... - I write using the perfect verb tense. - I can write using verbs correctly.	- perfect tense - verb - verb tense	Use a write the room activity, so students practice using verbs in sentences. After writing, have students highlight the verb.
5.W.6.1c	The students will... I can write using adjectives and	adverb	

Nettle Creek School Corporation
Curriculum Map



Adjectives/Adverbs – Students are expected to build upon and continue applying conventions learned previously.	adverbs correctly.	adjective	
5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	The students will... - I can write sentences that include prepositional phrases. - I can explain the function of prepositions in a sentence.	- preposition - prepositional phrase	
5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	The students will... - I can write an appropriate amount during varying lengths of time. - I can vary my writing for different tasks. - I can vary my writing for different purposes. - I can vary my writing to apply to multiple audiences.	- task - purpose - audience	
5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.	The students will... I can correctly capitalize the appropriate words in sentences.	capitalization	

Nettle Creek School Corporation
Curriculum Map



5.W.6.2b Punctuation – a) applying correct usage of apostrophes and quotation marks in writing; b) using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	The students will... • I can use apostrophes and quotation marks in my writing. • I can use a comma for appositives. • I can use commas to set off the words yes and no. • I can use commas to set off a tag question from the rest of the sentence. • I can use commas to indicate a direct address.	• apostrophe • appositive • comma • punctuation • quotation	
5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.	The students will... • I can use and apply spelling patterns and generalizations in my writing.	• spelling	
5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	The students will... • I can correctly identify and write declarative sentences. • I can correctly identify and write interrogative sentences. • I can correctly identify and write imperative exclamatory sentences. • I can correctly identify and write exclamatory sentences.	• declarative sentence • interrogative sentence • imperative sentence • exclamatory sentence	

Nettle Creek School Corporation
Curriculum Map



5.W.4 Apply the writing process to – a) generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions; b) use technology to interact and collaborate with others to publish legible documents.	The students will... • I can identify the steps of the writing process. • I can apply the writing process. • I can generate a draft by developing, selecting, and organizing ideas. • I can write with a specific topic, purpose and genre in mind. • I can revise my writing using appropriate reference materials. • I can edit my writing for format and conventions. • I can use technology to interact and collaborate with others and to publish legible documents.	• conventions • draft • edit • feedback • format • genre • legible • publish • purpose • reference materials • revise • topic • writing process	
5.W.3.3 Write narrative compositions in a variety of forms that – a) develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). b) Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. c) Use narrative techniques, such as dialogue, description, and pacing to	The students will... • I can write narrative compositions in a variety of forms. • I can develop the exposition of my story. • I can develop an event sequence that connects ideas and events using transitions in my story. • I can use the narrative writing technique dialogue to develop experiences, events and characters. • I can use the narrative writing technique description to develop experiences, events and characters. • I can use the narrative writing technique pacing to develop	• climax • conflict • effect • figurative language • dialogue • exposition • narrator • narrative • pace • resolution • sequence • vocabulary	• Ready Textbook – Lesson 3 Additional Resources: • Lesson 3- Story Map • Lesson 3- Draft Your Conclusion • Lesson 3- Conference Prompts: Narrative Writing • Lesson 3- Narrative Writing Checklist • Lesson 3- Rubric for Narrative Writing • Lesson 3- Exemplar Writing Samples

Nettle Creek School Corporation
Curriculum Map



develop experiences and events or show the responses of characters to situations. d) Use precise and expressive vocabulary and figurative language for effect. e) Provide an ending that follows from the narrated experiences or events.	experiences, events and characters. • I can use expressive vocabulary and figurative language for effect in my story. • I can write an ending for my story.		
---	---	--	--

2nd 9 Weeks

Course/Subject: Writing

Grade Level: Grade 5

Nettle Creek School Corporation
Curriculum Map



Adopted Curriculum Resource(s): Ready Writing

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.W.3.2	The students will... • I can write informative compositions on a variety of topics. • I can write an introduction. • I can organize sentences and paragraphs logically. • I can include sufficient examples, facts, quotations, or other information from various sources and texts to support my topic. • I can connect ideas using transition words. • I can include text features and multimedia when useful. • I can use appropriate language, vocabulary, and sentence variety to convey meaning, create an effect, and support the tone. • I can use appropriate language, vocabulary, and sentence variety for my topic and audience. • I can write a conclusion.	• audience • category • conclusion • informative composition • introduction • presentation • quotation • text feature • topic • tone • transitional word	• Ready Lesson 2 • Ready Lesson 5 Additional Resources • Lesson 2 – Conference Prompts • Lesson 2 – Rubric • Lesson 2 – Exemplar Writing Sample • Lesson 2 – Writing Checklist • Lesson 2 – Organizing Evidence Chart • Lesson 5 – Conference Prompts • Lesson 5 – Draft Your Conclusion • Lesson 5 – Exemplar Writing Sample • Lesson 5 – Writing Checklist • Lesson 5 – Organizing Evidence Chart • Lesson 5 – Rubric
5.SL.2.1	The students will... • I can engage in an appropriate and	• discussion • predetermined	

Nettle Creek School Corporation
Curriculum Map



Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.	successful discussion involving a predetermined topic. I can engage in an appropriate discussion regarding a text.	topic	
5.SL.2.3 Establish and follow agreed-upon rules for discussion.	The students will... I can identify and predetermined rules for an appropriate discussion.		
5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	The students will... I can appropriately ask and reply to questions with peers surrounding a specific topic.		
5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	The students will... I can draw accurate conclusions using knowledge gained from a discussion.	- accurate - conclusion	
5.SL.1	The students will...	active	

Nettle Creek School Corporation
Curriculum Map



Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	- I can be an active listener. - I can adjust my spoken words to apply to multiple audiences.	listener	
---	--	--	--

3rd 9 Weeks

Course/Subject: Writing

Grade Level: Grade 5

Adopted Curriculum Resource(s): Ready Writing

Target Assessment Dates:

Nettle Creek School Corporation
Curriculum Map



Indiana Academic Standard	Objectives/'I Can' Statements (Learning Target)	Key Vocabulary	Additional Resources
5.W.3.1 (DOK 3)	The students will... • I can clearly present a position in an introductory statement to an identified audience. • I can support the position with qualitative facts and details from various sources, including texts. • I can support the position with quantitative facts and details from various sources, including texts. • I can use organizational structure to group related ideas that support the purpose. • I can use language appropriate for the identified audience. • I can connect reasons to the position using words, phrases, and clauses. • I can provide a concluding statement or section related to the position presented.	• audience • clause • conclusion • introduction • persuasion • purpose • qualitative • quantitative • source	• Ready Lesson 1 • Ready Lesson 6 Additional Resources • Lesson 1 – Conference Prompts • Lesson 1 – Draft Your Conclusion • Lesson 1 – Exemplar Writing • Lesson 1 – Writing Checklist • Lesson 1 – Organizing Evidence Chart • Lesson 1 – Rubric • Lesson 6 – Conference Prompts • Lesson 6 – Exemplar Writing Sample • Lesson 6 – Writing Checklist • Lesson 6 – Organizing Evidence Chart • Lesson 6 – Rubric
5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and	The students will... • I can present information on a topic in an organized manner using effective introductions and conclusions. • I can present information using appropriate and relevant facts, and descriptive details.	• organized • effective • relevant • present (presentation) • descriptive • concise • understandable	

Nettle Creek School Corporation
Curriculum Map



conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.	I can present information using clear and concise language at an understandable pace.		
5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	The students will... - I can create an engaging presentation that uses multimedia parts and visual display. - I can use these presentations to enhance the development of main ideas.	- engaging - multimedia - enhance - development	
5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	The students will... - I can summarize a written text that was read aloud. - I can respond to media visually and orally.	- summarize - visually - orally	
5.ML.1 Identify how	The students will... I can identify information in mass media that was used to inform	- identify - mass media - inform	

Nettle Creek School Corporation
Curriculum Map



information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	readers. • I can identify information in mass media that was used to persuade readers. • I can identify information in mass media that was used to entertain readers. • I can identify information in mass media that was used to transmit culture.	• persuade • entertain • transmit	
--	--	---	--

4th 9 Weeks

Course/Subject: Writing
Grade Level: 5th
Adopted Curriculum Resource(s):
Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
---------------------------	-------------------------------	----------------	----------------------

Nettle Creek School Corporation
Curriculum Map



5.W.5 Conduct short research assignments and tasks on a topic. a) With support, formulate a research question (e.g., what were John Wooden's greatest contributions to college basketball?); b) Identify and acquire information through reliable primary and secondary sources. c) Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d) Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. e) Present the research information, choosing from a variety of sources.	The students will... • I can conduct short research assignments and tasks on a topic. • I can formulate a research question. • I can identify and acquire information through reliable primary and secondary sources. • I can summarize and paraphrase important ideas and supporting details. • I can include direct quotes and cite the source of information. • I can avoid plagiarism and follow copyright guidelines. • I can present research information from a variety of sources.	• copyright • plagiarism • primary and secondary source • presentation • research • sources • topic	Ready Lesson 4 Additional Resources • Lesson 4 – Conference Prompts • Lesson 4 – Exemplar Writing Sample • Lesson 4 – Organizing Chart Evidence • Lesson 4 – Rubric • Lesson 4 – Writing Checklist
5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported	The students will... • I can summarize a speaker's main idea. • I can demonstrate how claims are supported by reasons and evidence.	• summarize • demonstrate • evidence	

Nettle Creek School Corporation
Curriculum Map



by reasons and evidence.			
5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	The students will... • I can reflect on ideas in a discussion, based on readings. • I can contribute ideas based on readings to a discussion.	• reflect • discussion • contribute	
5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.	The students will... • I can review claims made in the media and evaluate evidence used to support the claims.	• review • claims • evaluate • support • claims	
5.ML.2.2 Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	The students will... • I can identify the role of the media and how they focus people's attention on issues.	• identify • role	

Nettle Creek School Corporation
Curriculum Map



1st 9 Weeks

Course/Subject: Math

Grade Level: 5

Adopted Curriculum Resource(s): Reveal Math

Target Assessment Dates: NWEA 8/15-8/26

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.NS.3	The students will... - Recognize the relationship that a digit in one place represents 10 times as much.	- Multi-digit - relationship	
5.NS.5	The students will... - Use place value to round a number to the nearest thousandths place.	- Place value - Round	
5.NS.1	The students will... - Order fractions on a number line - Write fractions in order using <,> symbols	- Order - Number line - Mixed number - Decimals	

Nettle Creek School Corporation
Curriculum Map



5.C.1	The students will... • Multiply multi-digit whole numbers using standard algorithm	• Multi-digit • Whole number • Multiply • Standard algorithm	
5.AT.5	The students will... • Solve real-world problems with decimals.	• Decimals •	
5.AT.1	The students will... • Solve real-world multiplication problems. • Solve real-world division problems.	• Multiply • Divide	

Nettle Creek School Corporation
Curriculum Map



2nd 9 Weeks

Course/Subject:

Grade Level:

Adopted Curriculum Resource(s):

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
	The students will... • • •	•	•
	The students will... • • •	•	•
	The students will... • • •	•	•

Nettle Creek School Corporation
Curriculum Map



3rd 9 Weeks

Course/Subject:

Grade Level:

Adopted Curriculum Resource(s):

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
	The students will... • • •	•	•
	The students will... • • •	•	•
	The students will... • • •	•	•

Nettle Creek School Corporation
Curriculum Map



4th 9 Weeks

Course/Subject:

Grade Level:

Adopted Curriculum Resource(s):

Target Assessment Dates:

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
	The students will... • • •	•	•
	The students will... • • •	•	•
	The students will... • • •	•	•

Nettle Creek School Corporation
Curriculum Map



1st 9 Weeks

Course/Subject: Social Studies

Grade Level: 5

Adopted Curriculum Resource(s): National Geographic Explorer

Target Assessment Dates: TBD

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	🎯 I can identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	• Cahokia • culture • Zuni • kivas • hogans • plains • nomadic • desert • ceremonies • adobe • kachina • pueblos • southwest • Anasazi • resources • Navajo	• Social Studies - DOE • Pre European Contact
5.1.2 Examine accounts of early European explorations of North America including major land and water routes, reasons for exploration and the impact the exploration had.	🎯 I can examine accounts of early European explorations of North America including: • major land and water routes • reasons for exploration • the impact the exploration had	• Vikings • Holland • English • French • Columbus • impact	• Social Studies - DOE • Early Explorers

Nettle Creek School Corporation

Curriculum Map



5.1.3 Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.	☉I can compare and contrast historic Indian groups at the beginning of European exploration in the late fifteenth and sixteenth centuries: • Great Plains • Eastern Woodlands	• chiefs • Algonquian • generations • moccasins • palisades • woodlands • canoes • longhouse • tipis • Sun Dance • nomadic • hides • cliff • vision quest • trade • Great Spirit	• Social Studies - DOE • Native Americans
	☉I can compare and contrast historic Indian groups at the beginning of European exploration in the late fifteenth and sixteenth centuries: • Northwest • Arctic / Sub-Arctic	• Shaman • Chilkat • clams • natural resources • Potlatch • totem poles • cedar bark • clans • dogsleds • Eskimo • Shaman • igloos • seaweed	• Social Studies - DOE • Native Americans
5.1.4 Locate on a map the early Spanish, French, and British settlements, and compare the origins, physical structure, and social structure of these settlements.	☉I can locate on a map the early Spanish, French, and British settlements. ☉I can compare the origins. ☉I can compare the physical structure. ☉I can compare the social structure .	• croatoan • theory • Eleanor Dare • John White • hysteria	• Social Studies - DOE • Settlements • Witch Trials

Nettle Creek School Corporation
Curriculum Map



		trial	
5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe.	☉ I can compare and contrast the reasons for the colonization of the Americas by Europe, including: - religious - political - economic	- compare - contrast - political - economic - Colonization - indentured servant - Chief Powhatan - Wampanoag - Mayflower - plantation - Squanto - Massasoit - treaty - Pocahontas	Social Studies - DOE Settlements
5.1.20 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.	☉ I can use primary and secondary sources to examine an historical account about an issue of the time. ☉ I can reconstruct the literal meaning of the passages by identifying who was involved. ☉ I can reconstruct the literal meaning of the passages by what happened. ☉ I can reconstruct the literal meaning of the passages by where it happened. ☉ I can reconstruct the literal meaning of the passages by what events led to these developments. ☉ I can reconstruct the literal meaning of the passages by what consequences or outcomes followed.	- primary - secondary - source - development - consequences	Social Studies - DOE Primary Sources
5.3.1 Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can	☉ I can demonstrate that lines of latitude and longitude are measured in degrees of a circle. ☉ I can demonstrate that places can be precisely located where these lines intersect .	- latitude - longitude - degrees - intersect - equator	Geography

Nettle Creek School Corporation

Curriculum Map



be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian.	☉ I can demonstrate location can be stated in terms of degrees north or south of the equator. ☉ I can demonstrate location can be stated in terms of and east or west of the Prime Meridian.	• prime meridian	
5.3.2 Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.	☉ I can identify and describe cultural regions of the United States. ☉ I can identify and describe physical regions of the United States. ☉ I can relate Indiana to the larger North American regions.	• culture • physical • regions	• Geography
5.3.3 Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States.	☉ I can use maps and globes to locate states. ☉ I can use maps and globes to locate capitals. ☉ I can use maps and globes to locate major cities. ☉ I can use maps and globes to locate major rivers. ☉ I can use maps and globes to locate the Great Lakes. ☉ I can use maps and globes to locate mountain ranges in the United States.	• maps • globes • capital • mountain range • key • scale • compass	• Geography
5.3.4 Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.	☉ I can identify Native American people on maps and explain the reasons for the locations of these places. ☉ I can identify colonial settlements on maps and explain the reasons for the locations of these places.	• settlements • resources	• Geography
5.3.5 Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.	☉ I can locate the continental divide. ☉ I can locate the major drainage basins/watersheds in the United States. ☉ I can note the watersheds that Indiana lies within.	• basin • watershed • continental	• Geography

Nettle Creek School Corporation
Curriculum Map



5.3.6 Use maps to describe the characteristics of climate regions of the United States.	☉ I can use maps to describe the characteristics of climate regions of the United States.	• characteristics • climate • region	• Geography
5.3.7 Identify major sources of accessible fresh water and describe the impact of access on the local and regional communities.	☉ I can identify major sources of accessible fresh water. ☉ I can describe the impact of access on the local and regional communities.	• fresh water • impact • local	• Geography
5.3.8 Explain how the Spanish, British, and French colonists altered the character and use of land in early America.	☉ I can explain how the Spanish colonists altered the character and use of land in early America. ☉ I can explain how the British colonists altered the character and use of land in early America. ☉ I can explain how the French colonists altered the character and use of land in early America.	• explorer • resources • native	• Geography
5.3.10 Using historical maps and other geographic representations/texts (written, maps, graphs, timelines, data, audio and video) locate and explain the conflict over the use of land by Native American and the European colonists.	☉ I can use historical maps to locate and explain the conflict over the use of land by Native American and the European colonists. ☉ I can use other geographic representations/texts to locate and explain the conflict over the use of land by Native American and the European colonists..	• historical • timeline • graph • conflict	• Geography
5.3.11 Describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.	☉ I can describe the ways Native Americans, Africans, other immigrant groups, and colonists adapted to variations in the physical environment.	• immigrant • adapted	• Geography
5.3.13 Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	☉ I can describe and analyze how humans altered the physical environment to influence movement ☉ I can describe and analyze how humans altered the physical environment to influence politics. ☉ I can describe and analyze how humans altered the physical environment to influence lifestyles.	• alter • environment	• Geography

Nettle Creek School Corporation
Curriculum Map



5.4.1 Describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization.	☉I can describe the economic activities within and among Native American Indian cultures prior to contact with Europeans. ☉I can examine the economic incentives that helped motivate European exploration and colonization.	• economic	• Social Studies - DOE • Pre European Contact
---	---	--	--

2nd 9 Weeks

Course/Subject: Social Studies
Grade Level: 5
Adopted Curriculum Resource(s): National Geographic Explorer
Target Assessment Dates: TBD

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	☉I can identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	• cooperation • conflict	• Social Studies - DOE • Native Americans
5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.	☉I can identify and locate the 13 British colonies by region (New England, Middle, Southern). ☉I can describe the political organization of each region. ☉I can describe the social organization of each region.	• colonies • New England • Middle • Southern • political • social • economic organization	• Social Studies - DOE • Colonial America

Nettle Creek School Corporation
Curriculum Map



	☉ I can explain the economic organization of each region.		
5.1.8 Identify the early founders of colonial settlements and describe early colonial resistance to British rule.	☉ I can identify the early founders of colonial settlements ☉ I can describe early colonial resistance to British rule.	- founders - resistance	Social Studies - DOE People
5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	☉ I can read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	- interpret - sources	Social Studies - DOE Primary Sources
5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	☉ I can identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	contribution	American Revolution Post Revolution
5.2.2 Identify and explain ideas about limited government, the rule of law and individual rights in key colonial era documents	☉ I can Identify and explain ideas in key colonial era documents about: - limited government - the rule of law - individual rights	- Mayflower Compact - Fundamental Orders of Connecticut	Social Studies - DOE Settlements
5.2.3 Give examples and explain how the British colonies in America developed forms of representative government, self-government, and democratic practices.	☉ I can give examples and explain how the British colonies in America developed forms of representative government. ☉ I can give examples and explain how the British colonies in America developed forms of self-government. ☉ I can give examples and explain how the British colonies in America developed forms of democratic practices.	- representative government - self-government - democratic	Social Studies - DOE Colonial America
5.2.8 Describe group and individual actions that illustrate civic virtues,	☉ I can describe group and individual actions that illustrate civic virtues, such as:	- civility - cooperation	Social Studies - DOE Colonial America

Nettle Creek School Corporation

Curriculum Map



such as civility, cooperation, respect, and responsible participation.	• civility • cooperation • respect • responsible participation	• respect • responsible • participation	
5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	☉ I can identify the major manufacturing and agricultural regions in colonial America ☉ I can summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	• manufacturing • agricultural	• Social Studies - DOE • Colonial America
5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.	☉ I can summarize a market economy. ☉ I can give examples of how the colonial and early American economy exhibited these characteristics.	• market economy	• Social Studies - DOE • Colonial America • Jobs
5.4.3 Define types of trade barriers.	☉ I can define types of trade barriers.	• trade • barrier	• Social Studies - DOE • Colonial America • Jobs
5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.	☉ I can use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.	• career • reasoning • regions	• Social Studies - DOE • Colonial America • Jobs
5.4.7 Predict the effect of changes in supply and demand on price.	☉ I can predict the effect of changes in supply and demand on price.	• supply • demand	• Social Studies - DOE • Colonial America • Jobs
5.4.8 Analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	☉ I can analyze how the causes and effects of changes in price of certain goods and services had significant influence on events in United States history.	• goods • services	• Social Studies - DOE • Colonial America • Jobs

Nettle Creek School Corporation
Curriculum Map



3rd 9 Weeks

Course/Subject: Social Studies

Grade Level: 5

Adopted Curriculum Resource(s): National Geographic Explorer

Target Assessment Dates: TBD

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.	🕒 I can identify and locate the 13 British colonies by region (New England, Middle, Southern). 🕒 I can describe the political organization of each region. 🕒 I can describe the social organization of each region. 🕒 I can explain the economic organization of each region.	• colonies • New England • Middle • Southern • political • social • economic organization	• Social Studies - DOE • Colonial America
5.1.9 Understand how political, religious, and economic ideas	🕒 I can understand how political ideas brought about the American Revolution.	• Proclamation • parliament	• Road to the Revolutionary War

Nettle Creek School Corporation
Curriculum Map



brought about the American Revolution.	☉I can understand how religious ideas brought about the American Revolution. ☉I can understand how economic ideas brought about the American Revolution.	• representation • Sugar Act • assemblies • repeal • correspondence • Townshend Acts • massacre • Tea Party • Intolerable Acts • Continental congress • Quartering Act	
5.1.10 Analyze the causes of the American Revolution as outlined in the Declaration of Independence	☉I can analyze the causes of the American Revolution as outlined in the Declaration of Independence.	• declaration • independence • Thoas Jefferson • solemnly • absolved • allegiance • dissolved • unalienable • self-evident • endowed • grievance • liberty • pursuit	• Road to the Revolutionary War • Declaration of Independence
5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war	☉I can identify major American leaders of the American Revolutionary War. ☉I can identify major British leaders of the American Revolutionary War. ☉I can describe their significance in key events of the War.	• Paul Revere • Thomas Jefferson • George Washington • Mercy Otis Warren • Patrick Henry • Phyllis Wheatley • Samuel Adams • Marquis de Lafayette • John Adams • Sons of Liberty • Abigail Adams • Daughters of Liberty	• American Revolution

Nettle Creek School Corporation
Curriculum Map



		• Ben Franklin • Benedict Arnold • Hessians • Lord Cornwallis • King George III • General Joseph Warren • Bunker Hill, • Trenton • Saratoga • Valley Forge • Yorktown	
5.1.12 Describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	☉I can describe the contributions of France and other nations and of individuals to the outcome of the American Revolution.	• Marquis de Lafayette • Yorktown • Treaty of Paris	• American Revolution
5.1.13 Identify contributions of women and minorities during the American Revolution.	☉I can identify contributions of women during the American Revolution. ☉I can identify contributions of minorities during the American Revolution.	• bondage • Molly Pitcher • Camp followers	• American Revolution
5.14 Explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation, changes in trade relationships, and the achievement of independence by the United States.	☉I can explain consequences of the American Revolution including the strengths and weaknesses of the Articles of Confederation. ☉I can explain consequences of the American Revolution including the strengths and weaknesses changes in trade relationships. ☉I can explain consequences of the American Revolution including the strengths and weaknesses the achievement of independence by the United States.	• consequences • common	• American Revolution • Post Revolution
5.1.15 Explain why the United States Constitution was created in 1787 and how it established a stronger union among the original 13 states by making it the supreme	☉I can explain why the United States Constitution was created in 1787.	• preamble • compromise • representation • federalist • tranquility	• Constitution • American Revolution • Declaration of Independence

Nettle Creek School Corporation

Curriculum Map



law of the land. Identify people who were involved in its development.	☉I can explain how it established a stronger union among the original 13 states by making it the supreme law of the land. ☉I can identify people who were involved in its development.	• justice • welfare • common defense • prosperity • blessing • branches of government • George Washington • Governor Morris • George Mason • Ben Franklin • Alexander Hamilton	
5.1.16 Describe the origins and drafting of the Bill of Rights that were ratified in 1791	☉I can describe the origins and drafting of the Bill of Rights that were ratified in 1791.	James Madison	• Constitution
5.1.18 Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	☉I can create and interpret timelines showing of the early US (1776-1801): • major people • events • developments in history	• timeline • chronological	• American Revolution
5.1.21 Read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	☉I can read and interpret primary and secondary source accounts that pertain to a problem confronting people during the Founding Era of the United States.	• interpret • sources	• Social Studies - DOE • Primary Sources
5.1.22 Identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	☉I can identify and describe the contributions of important early American artists and writers and traditional arts and crafts to the new nation's cultural landscape.	• contribution	• American Revolution • Post Revolution
5.2.1 Summarize the principles and purposes of government as stated in the Preamble of the United States Constitution.	☉I can summarize the principles and purposes of government as stated in the Preamble to the United States Constitution.	• principles • preamble	• Constitution • Preamble

Nettle Creek School Corporation Curriculum Map



5.2.4 Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights	☉I can identify and explain key ideas about government as noted in the Declaration of Independence. ☉I can identify and explain key ideas about government as noted in the Articles of Confederation. ☉I can identify and explain key ideas about government as noted in the Northwest Ordinance. ☉I can identify and explain key ideas about government as noted in the United States Constitution ☉I can identify and explain key ideas about government as noted in the The Bill of Rights.	• declaration • independence • Thoas Jefferson • solemnly • absolved • allegiance • dissolved • unalienable • self-evident • endowed • grievance • liberty • pursuit • preamble • compromise • representation • federalist • tranquility • justice • welfare • common defense • prosperity • blessing • branches of government • George Washington • Governor Morris • George Mason • Ben Franklin • Alexander Hamilton	• Constitution • Preamble • Post Revolution • Declaration of Independence • BILL OF RIGHTS
5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights.	☉I can describe and give examples of individual rights guaranteed by the Bill of Rights.	• rights	• Constitution
5.3.12 Describe and analyze how specific physical features influenced historical events.	☉I can describe and analyze how specific physical features influenced historical events.	• features	• American Revolution

Nettle Creek School Corporation
Curriculum Map



5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	🎯 I can describe the impact of technological developments on business productivity during the early development of the United States. 🎯 I can describe the impact of major inventions on business productivity during the early development of the United States.	• technology • inventions • productivity	• Social Studies - DOE • Colonial America
--	---	--	--

4th 9 Weeks

Course/Subject: Social Studies
Grade Level: 5
Adopted Curriculum Resource(s): National Geographic Explorer
Target Assessment Dates: TBD

Indiana Academic Standard	Objectives/'I Can' Statements	Key Vocabulary	Additional Resources
5.1.17 Explain why the first American political parties developed and analyze the impact political parties had on early presidential elections.	🎯 I can explain why the first American political parties developed. 🎯 I can analyze the impact political parties had on early presidential elections.	• political • party • Independent • Republican • Democrat • Primary • Caucus • election • inauguration • campaign	• Presidential Elections Process

Nettle Creek School Corporation

Curriculum Map



5.1.19 Read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States; give examples of how these conflicts were resolved and analyze the accuracy of the stories' historical details and sequence of events	☉I can read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States. ☉I can give examples of how these conflicts were resolved. ☉I can analyze the accuracy of the stories' historical details and sequence of events.	- analyze - accuracy	American Revolution Cloze Passages for Review.pdf
5.2.6 Describe the primary and general election process for local, state, and national offices, including those used to select congressional and presidential office holders.	☉I can describe the primary and general election process for local. ☉I can describe the primary and general election process for state. ☉I can describe the primary and general election process for national offices.	- political - party - Independent - Republican - Democrat - Primary - Caucasus - election - inauguration - campaign	Presidential Elections Process
5.2.7 Identify the three branches of the United States government and explain the functions of each.	☉I can identify the three branches of the United States government. ☉I can explain the functions of each.	- branches - Legislative - Judicial - executive - Congress - Senate - President - veto	Branches of Government
5.2.9 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government including voting, and participation in the election process.	☉I can examine ways by which citizens may effectively voice opinions. ☉I can examine ways by which citizens may effectively monitor government. ☉I can examine ways by which citizens may effectively bring about change in government (including voting, and participation in the election process).	- monitor - voting - election - petition - citizen	Branches of Government

Nettle Creek School Corporation
Curriculum Map



5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights, and the common good.	☉I can use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility. ☉I can use a variety of information resources to identify and evaluate contemporary issues that involve individual rights. ☉I can use a variety of information resources to identify and evaluate contemporary issues that involve the common good.	- resources - civic - contemporary - common good - rights	Branches of Government
5.3.13 Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	☉I can describe and analyze how humans altered the physical environment to influence movement ☉I can describe and analyze how humans altered the physical environment to influence politics. ☉I can describe and analyze how humans altered the physical environment to influence lifestyles.	- alter - environment	Geography
5.4.5 Explain how education and training, specialization, and investment in capital resources increase productivity.	☉I can explain how education and training, specialization, and investment in capital resources increase productivity.	- education - specialization - investment - capital - productivity	Projects Money
5.4.9 Explain the purpose and components of personal budget and compare factors that influence household saving and spending decisions in early United States history today.	☉I can explain the purpose of a personal budget. ☉I can explain the components of a personal budget. ☉I can compare factors that influence household saving and spending decisions in early United States history. ☉I can compare factors that influence household saving and spending decisions today.	- budget - saving - spending	Projects Money