

Fifth Grade Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August- October</p> <p>America’s Geographic Setting</p>	<p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.</p>	<p>-Use map skills effectively: latitude, longitude, types of maps, and key to interpret data.</p> <p>-Identify oceans and continents of the world.</p> <p>-Discover how Native Americans adapted to different environments in the United States</p> <p>-Discuss and explore the Native American cultural regions.</p> <p>-Compare and Contrast historic Native American groups.</p> <p>-Explore the Lenni Lenape of New Jersey.</p> <p>-Research the Age of Exploration.</p> <p>-Identify and trace the different routes of exploration by European explorers.</p> <p>-Use different maps to identify different routes used by early explorers.</p> <p>-Compare and contrast African, European and Native American groups.</p>	<p>Formative Assessments: Discussions Homework/Classwork Student Participation Teacher-directed Q&A Map Skills Bingo</p> <p>Summative Assessments: Project Quiz Unit Tests</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>November - January</p> <p>Colonial Times</p>	<p>6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.</p> <p>6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</p>	<p>-Identify the various reasons why settlers came to the New World</p> <p>-Define the term colony and describe how Spain started colonies in the Americas.</p> <p>-Compare and contrast the three colonial regions.</p> <p>-Locate Native American and English settlements on a map</p> <p>-Identify factors that account for the establishment of African slavery in the Americas</p> <p>-Analyze the political, religious, social, and cultural characteristics of the English colonies.</p> <p>-Determine factors that impacted emigration, settlement patterns and regional identities of the colonies.</p> <p>-Define what trade is and explain the importance of trade during this time period.</p> <p>-Understand how mercantilism affected</p>	<p>Formative Assessments: Student Feedback Homework/ Classwork Student Participation</p> <p>Summative Assessment: Unit Tests The Colonies Project Quiz</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>February/March</p> <p>The American Revolution</p>	<p>6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</p> <p>6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>	<p>-Discuss French and Indian War.</p> <p>-List the strengths and weaknesses of the British and American forces</p> <p>-Analyze how the war weakened the colonists' loyalty to Britain.</p> <p>-Discuss key aspects of the Revolutionary War, including difficulties, individuals, and battles.</p> <p>-Explore different perspectives on the Revolutionary War using primary sources.</p> <p>-Compare and contrast Loyalists and Patriots.</p> <p>-Identify the main ideas of the Declaration of Independence.</p> <p>-List and identify the Founding Fathers.</p> <p>Instructional Resources: <i>TCi Bring Social Studies Alive</i> History.com PBS.org American Nation American Revolution video clips</p>	<p>Formative Assessments: Student Participation Classroom Discussion Exit Slips Homework/Classwork</p> <p>Summative Assessment: Unit Tests Quiz</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.</p> <p>Technology Standard 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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<p>April – June</p> <p>Civics and Economics in America</p>	<p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</p> <p>6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).</p>	<p>-Explain what it means to be a citizen of the United States.</p> <p>-Identify the basic rights and freedoms of the American people.</p> <p>-Design your own money and brainstorm possible outcomes if every state had its own money.</p> <p>-Examine how the economy is set up by the Constitution.</p> <p>-Analyze and describe the need for laws.</p> <p>-Compare and contrast national and state governments.</p> <p>-Analyze the Preamble to the Constitution.</p> <p>Instructional Resources: <i>TCi Bring Social Studies Alive</i> www.ushistory.org</p> <p>Teacher Technology: YouTube Videos Kahoot Quizlet</p> <p>Student Technology: Google Classroom</p>	<p>Formative Assessments: Homework/Classwork Student Participation Teacher-directed Q&A</p> <p>Summative Assessment: Project</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity.</p> <p>Technology Standard: 8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results.</p>
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Alternate Assessments: Role plays - Declaration of Independence Signing/American Revolution Class Activity, Worksheets/Activities.

21st Century Standards:: 9.1.8.A.1 & 9.2.8.B.3

21st Century Skills: Creativity, Critical Thinking, Collaboration

Career Ready Practices: CRP1, CRP6, CRP4