

Grade 5 Pacing Guide 2013-14

The teacher is responsible for adjusting pacing to meet learner needs to facilitate student mastery of the Next Generation Sunshine State Standards for Social Studies and integrate the Common Core State Standards for ELA. This guide is only a reference for planning purposes to provide at a glance information related to content, their corresponding lessons, and rough judgments of time that may or may not be required for students to achieve mastery.

*Please note that Standard 1: Historical Inquiry and Analysis SS.5.A.1.1 Use primary and secondary sources to understand history and SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods must be addressed during each unit of study.

*The conceptual topic Junior Achievement must be taught prior to attending Junior Achievement World.

Quarter 1

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	

- Employee Planning (no school for students)
- Schools & Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Conceptual Topic: Navigation and the Age of Exploration

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.A.3.1, SS.5.A.3.2, SS.5.G.1.1, SS.3.G.1.2, SS.5.G.1.4, SS.5.G.4.1, SS.5.G.4.2	<ul style="list-style-type: none"> Describe technological developments that shaped European exploration. Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers. Interpret current and historical information using a variety of geographic tools. Use latitude and longitude to located places. 	<u>United States History:</u> Unit 3, Lesson 1 pages 80-81, 83-85 Unit 3, Lesson 2 pages 86-96 Unit 1, Lessons 1 & 2 pages 12-14, 16-17 Unit 2, Lessons 1, 4, & 5 pages 41, 44, 46-47, 58-59, 62-63 Unit 3, Lessons 1, 2, & 370-81, 86, 88-89, 92-93, 97,	30

	<ul style="list-style-type: none"> • Construct maps, charts, and graphs to display geographic information. • Use geographic knowledge and skills when discussing current events. • Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems. 	<p>Unit 4, Lessons 2 & 4 pages 118, 126</p> <p>Unit 7, Lessons 3, 4, & 5 pages 263, 267, 269, 277</p> <p>Unit 1, Lessons 1 & 2, pages 10-11, 89, 15, 27, 12-15</p>	
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BEEP Social Studies Lesson Plans

- Aztecs and Incas
- Charting Early Explorers
- Christopher Columbus
- Creating a PowerPoint Presentation on Explorers
- Encounter Read Aloud
- Explorer Assessment
- Explorer Book Report
- Explorer Story Quilt
- Explorer’s Reader’s Theater
- French and Dutch Explorers
- Improving Navigation
- Native Americans and Early Explorers
- New France
- New Netherland
- New Trade Routes
- Rewriting Columbus’ Voyage
- Show As You Go Project
- Spanish Explorers Primary Sources
- Vikings Come to the New World
- Vocabulary for Early Explorers

Conceptual Topic: Arriving in the New World

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.A.2.1, SS.5.A.2.2, SS.5.A.2.3,	<ul style="list-style-type: none"> • Compare cultural aspects of ancient American civilizations (Aztecs/Maya; Mound 	<p><u>United States History:</u></p> <p>Unit 2, Lessons 1, 2, 3, 4, & 6 pages 42-49, 50-67, 53-</p>	10

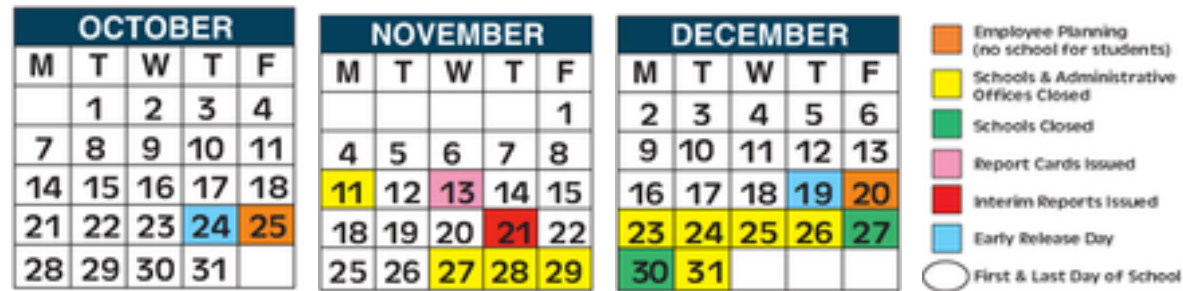
<p>SS.5.A.3.3, SS.5.E.1.1, SS.5.G.1.3</p>	<p>Builders/Anasazi/Inuit).</p> <ul style="list-style-type: none"> • Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River). • Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music art, and interactions with environment. • Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. • Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. • Identify major United States physical features on a map of North America. 	<p>59, 61-67</p> <p>Unit 3, Lessons 2 & 3 pages 86-91, 94-97</p> <p>Unit 4, Lessons 1-6 pages 113, 118-119, 122, 125-126 133-135, 138-140</p> <p>Unit 7, Lessons 1 & 2 pages 253 246-247</p> <p>Unit 1, Lessons 1 & 2 pages 18-26, 28,</p>	
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BEEP Social Studies Lesson Plans

- Ancient Cultures
- Ancient Native American Civilizations
- Early North American Civilizations
- Making a Kachina Doll
- Mapping the Native American Tribes of North America
- Mayan Math Activity
- Mound Builders
- Native American Compare and Contrast
- Native American Folk Tales
- Native American Research Project

- Native Americans of the Eastern Woodlands
- Native Americans of the Great Plains
- Native Americans of the Pacific Northwest
- Native Americans of the Southwest (Pueblo and Navajo)
- Native Peoples of North America
- Navajo Code Talkers
- Northeastern Tribes Travel – Canoe Science
- Picture Stories on Buffalo Hides
- Primary Sources for Native American Theme
- The Aztecs
- The Inuit Thought Of It
- The Inuit Thought Of It
- The Mayans
- Tissue Paper Desert
- Vocabulary Study for Native American Theme
- Zuni Poetry

Quarter 2



Conceptual Topic: Surviving in the New World

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.A.3.3, SS.5.A.4.1, SS.5.A.4.2, SS.5.A.4.3, SS.5.A.4.4, SS.5.A.4.5, SS.5.A.4.6, SS.5.E.1.1, SS.5.E.1.2,	<ul style="list-style-type: none"> • Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America. • Identify the economic, political and socio-cultural motivation for colonial settlement. • Compare characteristics of New 	<p><u>United States History:</u></p> <p>Unit 3, Lessons 2 & 3 pages 86-91, 94-95, 97</p> <p>Unit 4, Lessons -6 pages 118-119, 134, 138-139, 110-117, 121-127, 122, 129-137, 142-143, 138-145,</p> <p>Unit 5, Lesson 1 page 161</p>	10

<p>SS.5.E.1.3, SS.5.E.2.1</p>	<p>England, Middle, and Southern colonies.</p> <ul style="list-style-type: none"> • Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies. • Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies. • Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe. • Describe the introduction, impact, and role slavery in the colonies. • Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. • Describe a market economy, and give examples of how the colonial and early America economy exhibited these characteristics. • Trace the development of technology and the impact of major inventions of business productivity during the early development of the United States. • Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. 	<p>Unit 3, Lesson 3 pages 94, 96</p> <p>Unit 7, Lessons 2 & 3 pages 253, 258-265</p> <p>Unit 5, Lesson 4 page 180</p>	
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<p>BEEP Social Studies Lesson Plans</p>			
<ul style="list-style-type: none"> • 19th Amendment • A Small Government-Shay's Rebellion • Active Citizenship • Amending the Constitution 			

- Analyzing Information
- Articles of Confederation
- Creating a New Government
- Federalism
- Founding the Nation Assessment
- Founding the Nation Primary Sources
- Founding the Nation Vocabulary
- Struggles of a New Nation
- The Bill of Rights
- The Branches of Government
- The Northwest Ordinance
- Thirteenth Amendment
- Writing the Constitution the Key Concepts
- Building a Settlement
- Colonial America Assessment
- Colonial Market Economies
- Colonial Primary Sources
- Create a Brochure of Colonial America
- Drawing Inferences
- Early Settlements/Roanoke New England
- Education in Colonial Times
- Governing the Thirteen Colonies
- Jamestown
- Life in the Colonies
- Settling in New England
- Settling the Middle Colonies
- Settling the Southern Colonies
- Slavery and the Triangular Trade
- The Puritans and The Salem Witch Trials
- Trading with the Native Americans
- Vocabulary for Colonial America
- Writing a Letter to the King of England

Conceptual Topic: Building a New Nation

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
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<p>SS.5.A.5.1, SS.5.A.5.2, SS.5.A.5.3, SS.5.A.5.4, SS.5.A.5.5, SS.5.A.5.6, SS.5.A.5.7, SS.5.A.5.8, SS.5.A.5.9, SS.5.A.5.10, SS.5.C.1.1, SS.5.C.1.2, SS.5.C.1.3, SS.5.C.1.4, SS.5.C.1.5, SS.5.C.1.6, SS.5.C.2.1, SS.5.C.2.2, SS.5.C.2.3, SS.5.C.2.4, SS.5.C.2.5, SS.5.E.1.3, SS.5.G.1.5</p>	<ul style="list-style-type: none"> • Identify and explain significant events leading up to the American Revolution. • Identify significant individuals and groups who played a role in the American Revolution. • Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence. • Examine and explain the changing roles and impact of significant women during the American Revolution. • Examine and compare major battles and military campaigns of the American Revolution. • Identify the contributions of foreign alliances and individuals to the outcome of the Revolution. • Explain economic, military, and political factors, which led to the end of the Revolutionary War. • Evaluate the personal and political hardships resulting from the American Revolution. • Discuss the impact and significance of the land policies developed under the Confederation Congress. • Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy. • Differentiate political ideas of Patriots, Loyalists, and 	<p><u>United States History:</u></p> <p>Unit 5, Lessons 1-4 pages 157-185</p> <p>Unit 6, Lessons 1-5 pages 198-200, 204, 206-207, 211-214, 216-221, 202-203 220-225, 232-233, 226-227, 228-231</p> <p>Unit 4, Lesson 5 page 136</p> <p>Unit 7, Lessons1 & 3 pages 246, 258-265</p> <p>Unit 4, Lessons 2, 3, & 5 pages 118, 123, 126</p>	<p>10</p>
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	<p>“undecided” during the American Revolution.</p> <ul style="list-style-type: none"> • Compare forms of political participation in the colonial period to today. • Analyze how the Constitution has expanded voting rights from our nation’s early history to today. • Evaluate the importance of civic responsibilities in American democracy. • Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. • Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. • Identify and locate the original thirteen colonies on a map of North America. 		
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BEEP Social Studies Lesson Plans

- American Revolution Explaining Author’s Purpose
- American Revolutionary Primary Sources
- American Revolutionary Vocabulary
- Choosing Sides
- Crossing the Delaware
- Declaring Independence
- Lexington and Concord- The War Begins
- Supporting the War Effort
- The Battle of Bunker Hill
- The Boston Massacre
- The Boston Massacre Part 2
- The Boston Tea Party
- The Continental Congress

- The French and Indian War
- The Results of the Revolutionary War and Theme Assessment
- The Stamp Act
- The Townshend Act
- Women of the American Revolution

Conceptual Topic: Westward Expansion

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.A.6.1, SS.5.A.6.2, SS.5.A.6.3, SS.5.A.6.4, SS.5.A.6.5, SS.5.A.6.6, SS.5.A.6.7, SS.5.A.6.8, SS.5.A.6.9, SS.5.C.3.1, SS.5.C.3.2, SS.5.C.3.3, SS.5.C.3.4, SS.5.C.3.5, SS.5.C.3.6, SS.5.E.1.3 SS.5.E.2.1, SS.5.G.1.6, SS.5.G.2.1	<ul style="list-style-type: none"> • Describe the causes and effects of the Louisiana Purchase. • Identify roles and contributions of significant people during the period of westward expansion. • Examine 19th century advancements (canals, roads, steamboats, flat boats, overland, wagons, Pony Express, railroads) in transportation and communication. • Explain the importance of the explorations west of the Mississippi River. • Identify the cause and effects of the War of 1812. • Explain how westward expansion affected Native Americans. • Discuss the concept of Manifest Destiny. • Describe the causes and effects of the Missouri Compromise. • Describe the hardships of the settlers along the overland trails to the west. 	<u>United States History:</u> Unit 7, Lessons 1-5 pages 246-279 Unit 4, Lessons 1, 2, & 4 pages 204, 208-210, 206-207, 211-213, 215, 214, 222-227 Unit 4, Lesson 5 pages 134 & 136 Unit 5, Lesson 4 page 180 Unit 3, Lessons 2 & 3 pages 86-89, 91, 94, Unit 1, Lessons 1 & 2 pages 17, 22-26, Unit 2, Lesson 4 pages 58-59	40

	<ul style="list-style-type: none">• Describe the organizational structure (legislative, executive, judicial branches) and powers of federal government as defined in Articles I, II, and III of the U.S. Constitution.• Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.• Give examples of powers granted to the federal government and those reserved for the states.• Describe the amendment process as defined in Article V of the Constitution and give examples.• Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.• Examine the foundations of the United States legal system by recognizing the role to the courts in interpreting law and settling conflicts.• Trace the development of		
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	<p>technology and the impact of major inventions on business productivity during the early development of the United States.</p> <ul style="list-style-type: none"> • Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists. • Locate and identify states, capitals, and United States Territories on a map. • Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States. 		
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BEEP Social Studies Lesson Plans

- California Joins the Union
- Early Expansion
- Introduction to the Civil War
- Lewis and Clark
- Mapping the Route
- New Forms of Transportation
- Political Cartoons
- Sacagawea
- The Indian Removal Act and The Trail of Tears
- The Industrial Revolution
- The Missouri Compromise
- The Nation Divides
- The Overland Trails
- The Seminole Wars

- The Star Spangled Banner
- The War of 1812
- The War with Mexico
- Westward Expansion Integrating Information
- Westward Expansion Primary Sources
- Westward Expansion Vocabulary

Quarter 3

JANUARY					FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3						3	4	5	6	7
6	7	8	9	10	3	4	5	6	7	10	11	12	13	14
13	14	15	16	17	10	11	12	13	14	17	18	19	20	21
20	21	22	23	24	17	18	19	20	21	24	25	26	27	28
27	28	29	30	31	24	25	26	27	28	31				

- Employee Planning (no school for students)
- Schools & Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Conceptual Topic: Economics/JA Biz Town

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.C.3.6, SS.5.E.1.1, SC.5.E.1.2, SC.5.E.1.3	<ul style="list-style-type: none"> Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics. Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. 	<p><u>United States History:</u></p> <p>Unit 6, Lesson 2 page 210</p> <p>Unit 3, Lesson 3 pages 94-96</p> <p>Unit 4, Lessons 4, 5, & 6 pages 126, 133-136, 140,</p> <p>Unit 7, Lessons 2 & 3 pages 253, 258-259, 258-265</p> <p>Unit 5, Lesson 4 page 180</p>	30

BEEP Social Studies Lesson Plans

All lessons are on BEEP under the Junior Achievement Icon.

Quarter 4

APRIL					MAY					JUNE				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1	2	3	4				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
28	29	30			26	27	28	29	30	30				

- Employee Planning (no school for students)
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- Schools Closed
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- Early Release Day
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Conceptual Topic: Future Exploration: Space

NGSSS	Learning Targets	Florida Social Studies United States History Units and Lessons	Number of Days
SS.5.C.3.6, SS.5.E.1.1, SC.5.E.1.3	<ul style="list-style-type: none"> Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts. Identify how trade promoted economic growth in North America from pre-Columbian times to 1850. Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States. State Mandates 	<u>United States History:</u> Unit 6, Lesson 2 page 210 Unit 3, Lesson 3 pages 94-96 Unit 4, Lessons 4, 5, & 6 pages 126, 133-136, 140, Unit 7, Lessons 2 & 3 pages 253, 258-259, 258-265 Unit 5, Lesson 4 page 180	40

BEEP Social Studies Lesson Plans

- African Americans Frederick Douglas
- African Americans Research and Powerpoint Project
- African Americans Rosa Parks
- Florida History
- Hispanic Contributions
- Holocaust- Teaching Tolerance
- Introduction to the Holocaust
- Kindness to Animals