

## FSPS 5th Grade Social Studies Pacing Guide

<b>Unit Title:</b> <h1 style="margin: 0;">Citizenship</h1>	<b>Unit: 1</b>	<b>2015-2016</b>
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**Essential Questions for this Quarter:**

1. Is being a citizen important?
2. Should citizens and non-citizens be treated differently?
3. Should noncitizens have to follow the same rules as citizens?
4. Are rules and laws really needed?

Time Frame	Standards	Content	Resources
	<p> C.2.5.2                      Demonstrate proper etiquette for the Arkansas and American Flags</p>	Essential Questions: Vocabulary: Assessments:	<p><a href="#">AR Flag Etiquette</a>  <a href="#">American Flag Etiquette</a></p> <p>United Streaming: <a href="#">The U.S. Flag: Proper Rules and Display</a> (6:24)</p>
	<p> C.2.5.3                      Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States                      D2.Civ.8.3-5</p>	Essential Questions: Vocabulary: Assessments:	<p><a href="#">Privileges of Citizens</a></p> <p><a href="#">U.S. Citizenship and Naturalization Overview</a></p> <p><a href="#">Rights of Noncitizens</a>  <b>AR18-19 - citizenship review</b>                      United Streaming- <a href="#">America at its best: What it means to be an American Citizen.</a> (15:00)</p> <p><a href="#">Bills Guide to Citizenship</a></p>
	<p> C.3.5.2                      Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels                      D2.Civ.12.3-5</p>	Essential Questions: Vocabulary: Assessments:	<p><b>United Streaming:</b> <a href="#">Community Rules and Laws</a> (15:00)</p> <p><a href="#">Lesson Plan – Candy game</a></p>

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	<p><b>C.3.5.1</b> Compare the process for creating rules and laws at the local, state, and federal levels D2.Civ.3.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><a href="#">Federal Laws</a></p> <p><a href="#">Making Laws at local, state and federal levels.</a></p> <p><a href="#">How Rules and Laws are written</a></p> <p><a href="#">Bill's Guide to Laws</a></p>
	<p><b>C.2.5.1</b> Evaluate various ways of fostering citizenship and <i>civic virtues</i> D2.Civ.7, 8, 9, 10.3-5</p>	<p>Essential Questions: Vocabulary: Assessments: <b>Vocabulary</b>-naturalization, register, requirements</p>	<p><b>AR18-19</b> – Citizenship <a href="#">Bills Guide to Citizenship</a></p>
	<p><b>C.2.5.4</b> Examine actions of individuals and groups that illustrate <i>civic virtues</i> at the local, state, and national level D2.Civ.6, 8.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Biographies of people throughout the book. (Index List)</b></p>
	<p><b>C.3.5.3</b> Explain the development of policies to address public problems at the local, state, and federal level D.2.Civ.6, 13.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><a href="#">Lesson for how laws are made.</a></p>
	<p><b>C.1.5.4</b> Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families) D2.Civ.4, 11.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	

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<b>Unit Title:</b> <h1 style="margin: 0;">Settlements</h1>	<b>Unit: 2</b>	<b>2015-2016</b>
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**Essential Questions for this Quarter:**





1. Maps Skills

G.8.5.2 Explain relationships between *physical* and human characteristics and changes over time using a variety of *geographic representations*  
*Chapter 7 Lesson 2*

G.8.5.3 Synthesize information from a variety of sources to construct maps and other *geographic representations* Chapter 11 Lesson 2

Time Frame	Standards	Content	Resources
	<p style="margin: 0;">H.12.5.1            Develop claims about pre-Columbian <i>societies</i> in North America by analyzing <i>artifacts</i>, artwork, charts, graphs, digital, and print sources            D2.His.1, 4, 9, 10, 16.3-5</p>	Essential Questions: Vocabulary: Assessments:	<p><b>Chapter 1 Lesson 1</b> - A climograph of typical climates.  <b>Chapter 1 Lesson 2</b> – Napeyo was a famous potter who studied in ancient Hopi pottery.  <b>Chapter 1 Lesson 1</b> – identify a variety of charts and graphs used to display data of climate and population.  <b>Chapter 3 Lesson 3</b>- Parallel time lines.</p>
	<p style="margin: 0;">G.8.5.3            Synthesize information from a variety of sources to construct maps and other <i>geographic representations</i>            D2.Geo.3.3-5</p>	Essential Questions: Vocabulary: physical, political, historical, special purpose and other types of maps. Assessments:	<p><b>Chapter 3 Lesson 1- 3</b> – recognize different types of maps.</p>
	<p style="margin: 0;">G.8.5.2            Explain relationships between <i>physical</i> and human characteristics and changes over time using a variety of <i>geographic representations</i>            D2.Geo.2.3-5</p>	Essential Questions: Vocabulary: Assessments:	




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	<p> H.12.5.2 Compare characteristics (e.g., dwellings, <i>culture</i>, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) D2.His.13, 14.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 1 Lesson 1</b> – People reached the Americas from Asia. <b>Chapter 1 Lesson 2</b> – Early cultures developed in different parts of North America.</p>
	<p> G.9.5.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment D2.Geo.4.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Overview Lesson 1</b> – Recognize factors that influence migration <b>Chapter 1 Lesson 1</b> - factors that influence migration. (employment, natural resources) Chapter 2 Lesson 4 - People of the Northwest Coast developed cultures based on the region’s rich natural resources.</p>
	<p>G. 10.5.3 Examine reasons for population shifts in early America and the effects on various regions D2.Geo.7.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 1 Lesson 1</b> - factors that influence migration. (employment, natural resources) <b>Chapter 2 Lesson 3</b> – The need for water affected the cultures developed by the people of the Southwest.</p>
	<p> G.8.5.1 Describe locations of <i>societies</i> and their cultural and <i>environmental characteristics</i> within the early Americas through the 1820s using <i>geographic representations</i> of different scales D2 Geo1, 2.3-5</p>	<p>Essential Questions: Vocabulary: cliff dwellers, mound builders, peoples of the southwest, peoples of the Pacific Northwest  Assessments:</p>	<p><b>Chapter 1 Lesson 1</b> – People reached the Americas from Asia. <b>Chapter 1 Lesson 2</b> – Early cultures developed in different parts of North America.</p>
	<p> G.10.5.1 Examine relationships between human settlements and movements and the location</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 11 lesson 2</b>- wilderness road, Louisiana Purchase, ,Gadsden Purchase, Lewis and Clark <b>Chapter 11 Lesson 3</b> - Explain the conflict between the Indians and</p>

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	and use of <i>natural resources</i> in the early Americas (e.g., early people groups, Native Americans, Westward expansion) D2.Geo.8.3-5		settlers moving westward; Battle of Little Big Horn, American Indian Movement. <b>AR2- AR4:</b> – Settlement Patterns in AR. <b>Chapter 1 Lesson 3</b> – Three great civilizations Aztecs, Mayans, and Incas.
	<b>G.10.5.3</b> Examine reasons for population shifts in early America and the effects on various regions	Essential Questions: Vocabulary: Assessments:	<b>AR2-AR7:</b> Settlement in AR, Exploration.
	<b>H.12.5.7</b> Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?) D2.His.3. 3-5; D1.2.3-5	Essential Questions: Vocabulary: Assessments:	<b>Chapter 2 Lesson 2 -</b> Internet Research
	<b>E.7.5.2</b> Explain effects of increasing economic <i>interdependence</i> on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life) D2.Eco.15.3-5	Essential Questions: Vocabulary: Assessments:	
	<b>G.9.5.1</b> Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s D2.Geo.5.3-5	Essential Questions: Vocabulary: Assessments:	

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	<p> G.9.5.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period D2.Geo.6.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Overview Lesson 1</b> –Recognize factors that influence migration <b>Chapter 1 Lesson 1</b>- factors that influence migration. (employment, natural resources) Chapter 2 Lesson 4 - People of the Northwest Coast developed cultures based on the region’s rich natural resources.</p>
	<p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants) D2.Civ.2, 4, 8, 12.3-5; D2.Eco.1, 2, 3, 5.3-5; D2.Geo.1, 4, 6, 7, 8.3-5; D2.His.1, 4, 5, 10, 14.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 4</b> — Columbus’ voyages, European explorers, Spanish conquistadors, Spain gained great wealth from settlement in New Spain,</p>
	<p> H.12.5.4 Evaluate short- and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict) D2.His.5, 14.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 11 Lesson 2</b> – Expansion west, Louis and Clark, <b>AR6</b>- Identify AR post as the first European settlement in Arkansas. <b>Chapter 4 Lesson 1</b> – European Exploration Chapter 5 – James town, John Smith Survival, Northwest Passage, The first colonies, The English colonies.</p>
	<p> E.6.5.3 Explain ways state and federal governments pay for the goods and services they provide D2.Eco.12.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	
	<p>H.12.5.13 Analyze the process of creating a single country from a loose</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 10 Lesson 1</b> - strengths and weaknesses of the Articles of Confederation.</p>



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	association of states (e.g., weakness of the Articles of Confederation, currency, State vs. Federal control, military) D2.Civ.11, 13.3-5; D4.2.3-5		
	E.6.5.4 Discuss effects of <i>unemployment, inflation, and price stability</i> on the economy of the United States through the Revolutionary period D2.Eco.11.3-5	Essential Questions: Vocabulary: Assessments:	

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<b>Unit Title:</b> <b>Trade</b>	<b>Unit: 3</b>	<b>2015-2016</b>
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**Essential Questions for this Quarter:**



1.  2.  3.			
Time Frame	Standards	Content	Resources
	 E.4.5.1 Explain ways <i>trade-offs</i> have allowed <i>societies</i> to get the most out of scarce resources D2.Eco.1.3-5	Essential Questions: Vocabulary: Assessments:	<b>AR20-</b>
	 E.5.5.2 Examine ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, <i>entrepreneurs</i> , merchants) D2.Eco.3.3-5	Essential Questions: Vocabulary: Assessments:	<b>AR2:</b> Examine the need for natural resources in determining settlement. <b>Chapter 3 Lesson 1</b> - Asia's Silk Road <b>Chapter 6</b> – working and trading, Everyday life in the colonies, slavery in the colonies
	H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth) D2.His.4, 10, 14.3-5	Essential Questions: Vocabulary: Assessments:	<b>Chapter 3 Lesson 1</b> - Asia's Silk Road <b>Chapter 3 Lesson 2</b> - European Explorers. Chapter 6 Lesson



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	<p>E.5.5.3 Evaluate the development of a <i>free market system</i> (e.g., mercantilism, property rights, free enterprise) D2.Eco.4.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	
	<p>E.6.5.2 Examine roles of early <i>financial institutions</i> on the economy of the United States D2.Eco.9.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	
	<p>G.10.5.2 Examine effects of <i>environmental and cultural characteristics</i> on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, water ways, geographic barriers, accessibility) D2.Geo.7. 3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>AR 10-13 –</b> Cultural diffusion, contributions, cultural exchange, <b>Chapter 1 Lesson 2 –</b> Understand the contributions of people of various racial ethnic and religious groups in AR and the U.S. <b>Chapter 2 Lessons 1-2-</b> Eastern Woodlands developed a variety of cultures based on hunting and farming.</p>
	<p>E.7.5.1 Explain ways trade leads to increasing economic <i>interdependence</i> among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture) D2.Eco.14.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	
	<p>G.11.5.1 Explain how interactions with nearby and distant places have changed the <i>spatial patterns</i> of economic activities over time (e.g., explorers, trade routes, triangular trade) D2.Geo.11.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b>Chapter 3 – Trade routes, explorers</b></p>

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	<p> <b>G.11.5.2</b> Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war) D2.Geo.12.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	
	<p><b>H.12.5.6</b> Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives D2.Eco.1, 2, 3.3-5; D2.His.4.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b><u>Chapter 6 Lesson 4</u></b>- Slavery in the colonies</p>
	<p> <b>E.5.5.1</b> Examine ways a diverse labor force affected economies in early America D2.Eco.6.3-5</p>	<p>Essential Questions: Vocabulary: Assessments:</p>	<p><b><u>Chapter 6</u></b></p>

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<b>Unit Title:</b> <h1 style="margin: 0;">Government</h1>	<b>Unit: 4</b>	<b>2015-2016</b>
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**Essential Questions for this Quarter:**

1.  2.  3.	
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Time Frame	Standards	Content	Resources
	C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution) D2.Civ.3.3-5	Essential Questions: Vocabulary: Assessments:	<b>Chapter 9 Lesson 1</b> – Founding documents that helped establish laws for the U.S. : Mayflower Compact, Dec. of Ind., and U.S. Constitution. <b>Chapter 9 Lesson 3</b> - Treaty of Paris <b>Chapter 10 Lesson 2:</b> Constitution of the U.S. <b>Chapter 10 Lesson 3:</b> Bill of Rights, the government created by the constitution; ratifying the constitution. <b>AR14-15</b> – U.S. Constitution  <a href="#">Bills Guide to U.S. Government: historical documents</a>  <a href="#">Lesson Plan for Constitution</a>
	C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers	Essential Questions: Vocabulary: Assessments:	<b>Chapter 11 Lesson 1</b> - Washington organize the Executive Branch around the Cabinet. <b>Chapter 10 Lesson 1</b> – How did the ineffectiveness of the Articles of Confederation lead to the creation of the U.S. Constitution? <b>Diagram given on page 349, AR17</b>

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	D2.Civ.1, 4.3-5		<b>AR16-17-</b> Branches of Gov.  <a href="#">Constitution: three branches of gov.</a>
	<p><b>C.1.5.3</b>   Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S Constitutions                      D2.Civ.5.3-5</p>	Essential Questions: Vocabulary: Assessments:	<b>Chapter 10</b> – constitution Chapter 11 Lesson 1 – proper procedure of voting <a href="#">Lesson Plan for Constitution</a>
	<p><b>H.12.5.14</b>                      Examine short- and long-term effects of the drafting and signing of the U.S. Constitution                      D2.His.6.3-5</p>	Essential Questions: Vocabulary: Assessments:	<b>Chapter 10</b>



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<b>Unit Title::</b> <b>Revolution Period</b>	<b>Unit: 5</b>	<b>2015-2016</b>
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**Essential Questions for this Quarter:**

**Revolution**


H.12.5.16 Examine the impact and significance of the War of 1812

Time Frame	Standards	Content	Resources
	 <p style="text-align: center;">E.6.5.5</p> <p>Evaluate effects of war and conflict on communities from the colonial period to the early 1800s using <i>economic factors</i></p> <p style="text-align: center;">D2.Eco.11.6-8</p>		
	<p style="text-align: center;">H.12.5.11</p> <p>Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key <b>political concepts</b>, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain)</p> <p style="text-align: center;">D2.His.1.3-5; D2.Civ.4.3-5</p>		<p><b>Chapter 11 Lesson 1-</b> Different ideas in gov. caused people to form political parties.</p>
	 <p style="text-align: center;">E.4.5.2</p> <p>Analyze historical developments in pre-colonial America through the Revolutionary period using models of <i>economic decision making</i> (e.g., exploration, colonization, taxation, the American Revolution, the new nation)</p> <p style="text-align: center;">D2.Eco.1.3-5</p>		

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	<p>E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period D2.Eco.5.3-5</p>		
	<p>E.6.5.4 Discuss effects of <i>unemployment, inflation, and price stability</i> on the economy of the United States through the Revolutionary period D2.Eco.11.3-5</p>		
	<p>H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty) D2.His.3, 4, 14, 16.3.5</p>	<p><b>Reading Skills</b> – Cause and Effect, prefixes, Main Idea and details, Drawing conclusions, research-use primary sources. Fact and Opinion. SS workbook has handouts</p>	<p><b>Chapter 8 Lesson 1:</b> Sons of Liberty pg. 271 <b>Chapter 8 Lesson 2:</b> How did George Washington influence the American Revolution movement? <b>Chapter 9 Lesson 2:</b> What individuals influenced the American Revolutionary movement? (contributions of women – Abigail Adams, Molly Pitcher, Martha Washington and Phylis Wheatley. Contributions of other races and religious groups in Arkansas and the U.S.) <b>Chapter 9 Lesson 1</b> – Biography of Thomas Jefferson <b>Chapter 2 Lesson 1</b> – Theresa Hayward Bell.</p>
	<p>H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty) D2.His.1, 14, 16.3-5</p>		<p><b>Chapter 8 Lesson 1:</b> How did British taxes lead to greater cooperation among colonies? (Stamp Act) Patrick Henry pg. 274 <b>Chapter 8 Lesson 2:</b> How did the conflict between the English gov. and the English colonies lead to the outbreak of the American Revolution: Boston Tea Party, Intolerable Acts, Boston Massacre. <b>Chapter 9 Lesson 2:</b> Patriots of War, Issues and View points: Seeking Freedom <b>Chapter 7</b>– Spanish Exploration, French and Indian War</p>

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	<p>H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using <i>primary</i> and <i>secondary sources</i> (e.g., loyalists, patriots, Native Americans, slaves) D2.Civ.2.3-5; D2.His.1, 3, 4, 14, 16.3-5; D4.7.3-5</p>		<p><b>Chapter 9 Lesson 2:</b> Patriots of War, Issues and View points: Seeking Freedom</p>
	<p>H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution D2.His.1, 3, 14.3-5</p>		<p><b>Chapter 8 Lesson 3</b> – Revolution begins and battle of Bunker Hill. <b>Chapter 9 Lesson 3</b> – Battles of the Revolutionary War: Lezington and Concord, Bunker Hill, Saratoga, and Yorktown</p>
	<p> H.12.5.15 Evaluate how early presidents influenced the development of the new nation (e.g., Washington’s Farewell Address, Marbury vs. Madison, Embargo Act, Louisiana Purchase, Lewis and Clark, banking) D2.His.1, 3.3-5; D2.Civ.1, 2.3-5</p>		<p><b>Chapter 11 Lesson 1</b>- Washington organize the Executive Branch around the Cabinet. <b>Chapter 10 Lesson2</b> - Identify James Madison as an individual who helped establish the gov.</p>
	<p>H.12.5.16 Examine the impact and significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. Flag, borders, Battle of New Orleans) D2.His.14.3-5</p>		<p><b>Chapter 11 Lesson 3</b> – War of 1812, Biography of Tecumseh, Star Spangled Banner</p>