

## Grade 5 Social Studies Common Core Pacing Guide

Target Standard	“I Can” Statement	Vocabulary	Time Frame
<b>U1.1 American Indian Life in the Americas</b>			Trimester 1 October
<p>5 – U1.1.1 Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (G)</p> <p>5 – U1.1.2 Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (G)</p> <p>5 – U1.1.3 Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (G,C,E)</p>	<p>I can use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).</p> <p>I can compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.</p> <p>I can describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.</p>	<p>natural resources New World Old World longitude latitude glacier geography Bering Land Bridge climate Columbian Exchange arid migration conservation colonization missionary megalopolis Northwest Passage</p>	1 Week
<b>U1.2 European Exploration</b>			Trimester 1 October
<p>5 – U1.2.1 Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (G, C)</p> <p>5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (G, C, E)</p>	<p>I can explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible.</p> <p>I can use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious).</p>	<p>imports Silk Road exports producer hemisphere Equator century Prime Meridian decade parallels meridians symbol environment scale</p>	1 Week
<b>U1.3 African Life Before the 16th Century</b>			Trimester 1 October
<p>5 – U1.3.1 Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (G)</p>	<p>I can use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa).</p>	<p>Mound Builders Anasazi Pueblo mesa irrigation Beringia farming</p>	1 Week

5 – U1.3.2 Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (G, E, C)	I can describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.	hunter gatherer nomad Northwest Coast Eastern Woodlands Southwest Desert Great Plains Columbian Exchange	
<b>U1.4 Three World Interactions</b>			Trimester 1 October
5 – U1.4.1 Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (G)  5 – U1.4.2 Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (G, C, E)  5 – U1.4.3 Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (G, C, E)  5 – U1.4.4 Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (G, E)	I can describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups.  I can use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.  I can explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.  I can describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans.		1 Week
<b>Assessments/Projects</b> Pre and Post Test Weekly Kahoot Vocabulary Review Vocabulary Quizzes Exit Tickets Interactive Notebooks/Diagrams/Charts/Maps	<b>Resources</b> Informational texts Weekly Kahoot Vocab Review United Streaming/YouTube BrainPop Scholastic TruFlix/FreedomFlix Michigan Studies Weekly		
<b>U2.1 European Struggle for Control of North America</b>			Trimester 2 December
5 – U2.1.1 Describe significant developments in the Southern colonies, including: • patterns of settlement and control including the impact of geography (landforms and climate) on settlement (G) • establishment of Jamestown (G)	I can describe significant developments in the Southern colonies, including: • patterns of settlement and control including the impact of geography (landforms and climate) on settlement • establishment of Jamestown	interdependence slaves Pilgrims indentured servants Puritans colonization Mayflower Compact	3 Weeks











