

Instructional Guide

Grade Level: Fifth Grade

Subject: Social Studies

School System: Pickens County

School Year: 2011-2012

Time Period (Pacing – when)	ARMT/AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
1st Six Weeks					
1st Six Weeks		5.1.a Locate physical features that impacted the exploration of the Americas. Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges.	H.M. Ch. 1 pgs. 6-9 SAT 10/ARMT Practice Book pg. 6 Use graphic organizers,KWL321,word maps		

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1st Six Weeks		5.2.a Identify causes and effects of prehistoric migration in North America Examples: ocean currents, prevailing winds, large forests, major rivers, significant mountain ranges. 5.1.B.1 Locating states, capitals, and important geographic features east of the Mississippi River	H.M. Chapter 2 pgs. 38,39 Practice Bk. Pg. 8 Resources for Reaching All Learner pg. 5 Use graphic organizers,KWL321, word maps		
		5.2.b Identify causes and effects of settlement in North America. .1.B.1 Locating states, capitals, and important geographic features east of the Mississippi River 5.1.B.2 Identifying major ports in the United States Examples: Mobile, Boston, New York, New Orleans, Savannah	H.M. Chapter 2 pgs. 38,39 Practice Bk. Pg. 8 Resources for Reaching All Learners pg. 5 Use graphic organizers,KWL321,word maps		

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1st Six Weeks		5.3.a Compare major Native American cultures in respect to geographic region.	M.H. Chapter 2 pgs. 40-71 SAT 10 ARMT Practice Book pgs. 6 & 7 P.B. pg. 8 Res. For Reaching All Learn. Pgs. 5-9 Use graphic organizers,KWL321,word maps		
		5.3.b Compare major Native American cultures in respect to natural resources.	M.H. Chapter 2 pgs. 40-71 SAT 10 ARMT Practice Book pgs. 6 & 7 P.B. pg. 8 Res. For Reaching All Learn. Pgs. 5-9 Use graphic organizers,KWL321,word maps		

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		5.3.c Compare major Native American cultures in respect to government.	M.H. Chapter 2 pgs. 40-71 SAT 10 ARMT Practice Book pgs. 6 & 7 P.B. pg. 8 Res. For Reaching All Learn. Pgs. 5-9 Use graphic organizers, KWL321, word maps		
		5.3.d Compare major Native American cultures in respect to economy.	M.H. Chapter 2 pgs. 40-71 SAT 10 ARMT Practice Book pgs. 6 & 7 P.B. pg. 8 Res. For Reaching All Learn. Pgs. 5-9 Use graphic organizers, KWL321, word maps		
		5.3.e Compare major Native American cultures in respect to religion	M.H. Chapter 2 pgs. 40-71 SAT 10 ARMT Practice Book pgs. 6 & 7 P.B. pg. 8 Res. For Reaching All Learn. Pgs. 5-9 Use graphic organizers, KWL, 321, word maps		

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2 nd Six Weeks	Standard 1 Obj. 1 Eligible Content: Trace, compare, and explain the significance of early European conquests, colonization, and business ventures. Conquistadors , St. Augustine, Jamestown, and Virginia House of Burgesses	5.4.a Explain effects of European exploration during the Age of Discovery upon European society including economic and cultural impact 5.4.B.1 Identifying significant early European patrons and explorers and early settlements Examples: patrons—King Ferdinand and Queen Isabella, Prince Henry the Navigator; explorers—Ferdinand Magellan, Christopher Columbus, Hernán Cortés, Francisco Vázquez de Coronado, Juan Ponce de León, Hernando de Soto, Francisco Pizarro; early settlements—Roanoke (the Lost Colony), Jamestown, Plymouth 5.4.B.2 Locating the countries of origin of early European patrons and explorers including Prince Henry the Navigator, Ferdinand Magellan, Christopher Columbus, Hernán Cortés, Juan Ponce de León, Hernando de Soto, and Francisco Pizarro	H.M. Ch. 4, pgs. Pgs. 122- 153 SAT-10/ARMT Practice Bk. Pgs. 12-13 Practice Bk. 22-25 Resources for Reaching All Learners pg. 14 Use graphic organizers, KWL, 321, word map		

Time Period	ARMT/AHSGE Correlations	Standards/ Components	Resources/ Activities	Date of Common Formative Assessment	Mapping Comments
3rd Six Weeks					
3rd Six Weeks	<p>Standard 1 Obj 1 Eligible Content: Identify the critical economic and political events leading to the Colonial separation from England. Taxation, French and Indian War, Lack of free trade, Boston Massacre, Boston Tea Party, and Lexington and Concord</p> <p>Standard III Obj I Trace and describe the causes, course and consequences of the Revolutionary War Causes: Boston Tea Party, issues of Second Continental Congress, Boston Massacre, Patrick Henry's Speech Course: Leaders (George Washington, Samuel Adams,</p>	<p>5.5.a Describe the early colonization of North America and reasons for settlement in the Northern Colonies. Examples: colonization of Pennsylvania and Rhode Island for religious freedom, establishment of Georgia as a prison colony, immigration of Europeans in pursuit of greater civil rights and wealth</p> <p>5.5.B.1 Identifying major leaders, economic impact, and social changes in colonial society Examples: major leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe; economic impact—tobacco and cotton crops as mainstays of economy social changes—effects of establishment of House of Burgesses on colonial society</p> <p>5.5.B.2 Identifying reasons for the French and Indian War</p>	<p>H.M. Chapter 5-6, pgs. 158-221 Resources for Reaching All Learners Pgs. 15-21 Reading Skills and Strategies Practice pgs. 16-18 Practice bk. Pgs. 22-25</p> <p>Use graphic organizers, KWL, 321, word map</p>		
3 rd Six					

Weeks	<p>Paul Revere)</p> <p>Military Campaigns (Saratoga, Yorktown, Valley Forge)</p> <p>Consequences (Treaty of Paris, Unfinished Business (War of 1812: Impressments and embargo</p>	<p>5.5.B.3 Describing the impact of the French and Indian War on the settlement of the colonies</p> <p>5.5.B.4 Differences in climates among the colonies</p> <p>5.5.B.5 Describing emerging colonial governments Examples: representative government, town meetings, role of laws</p> <p>5.5.B.6 Describing the development of the emerging labor force in the colonies Examples: slaves, indentured servants</p> <p>5.5.B.7 Identifying on a map changes in North American boundaries as a result of the French and Indian War</p>			
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3 rd Six Weeks	<p>Standard 1 Obj. 1 Eligible Content: Identify the critical economic and political events leading to the Colonial separation from England. Taxation, French and Indian War, Lack of free trade, Boston Massacre, Boston Tea Party, and Lexington and Concord</p> <p>Standard III Obj I Trace and describe the causes, course and consequences of the Revolutionary War Causes: Boston Tea Party, issues of Second Continental Congress, Boston Massacre, Patrick Henry's Speech Course: Leaders (George Washington, Samuel Adams, Paul Revere) Military Campaigns (Saratoga,</p>	<p>5.5.b Describe the early colonization of North America and reasons for settlement in the Middle Colonies 5.5.B.1 Identifying major leaders, economic impact, and social changes in colonial society Examples: major leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe economic impact—tobacco and cotton crops as mainstays of economy; social changes—effects of establishment of House of Burgesses on colonial society 5.5.B.2 Identifying reasons for the French and Indian War 5.5.B.3 Describing the impact of the French and Indian War on the settlement of the colonies</p>	<p>H.M. Chapter 5 -6, pgs. 158-221 Resources for Reaching All Learners Pgs. 15-21 Reading Skills and Strategies Practice pgs. 16-18 Practice bk. Pgs. 22-25 Use graphic organizers, KWL, 321, word map</p>		

	<p>Yorktown, Valley Forge) Consequences (Treaty of Paris, Unfinished Business (War of 1812: Impressments and embargo</p>	<p>5.5.B.4 Differences in climates among the colonies 5.5.B.5 Describing emerging colonial governments Examples: representative government, town meetings, role of laws 5.5.B.6 Describing the development of the emerging labor force in the colonies Examples: slaves, indentured servants 5.5.B.7 Identifying on a map changes in North American boundaries as a result of the French and Indian War</p>			
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3 rd Six Weeks					
	<p>Standard 1 Obj 1 Eligible Content: Identify the critical economic and political events leading to the Colonial separation from England. Taxation, French and Indian War, Lack of free trade, Boston Massacre, Boston Tea Party, and Lexington and Concord</p> <p>Standard III Obj I Trace and describe the causes, course and consequences of the Revolutionary War Causes: Boston Tea Party, issues of Second Continental Congress, Boston Massacre, Patrick Henry's Speech Course: Leaders (George Washington, Samuel Adams, Paul Revere) Military Campaigns (Saratoga, Yorktown, Valley Forge) Consequences (Treaty of Paris,</p>	<p>5.5.c Describe the early colonization of North America and reasons for settlement in the Southern Colonies. 5.5.B.1 Identifying major leaders, economic impact, and social changes in colonial society Examples: major leaders—John Winthrop, Roger Williams, John Smith, James Oglethorpe, William Penn, Anne Hutchinson, John Rolfe; economic impact—tobacco and cotton crops as mainstays of economy; social changes—effects of establishment of House of Burgesses on colonial society 5.5.B.2 Identifying reasons for the French and Indian War 5.5.B.3 Describing the impact of the French and Indian War on the settlement of the colonies 5.5.B.4 Differences in climates among the colonies</p>	<p>H.M. Chapter 5-6, pgs. 158-221 Resources for Reaching All Learners Pgs. 15-21 Reading Skills and Strategies Practice pgs. 16-18 Practice bk. Pgs. 22-25 Use graphic organizers, KWL, 321, word map</p>		

	Unfinished Business (War of 1812: Impressments and embargo	<p>5.5.B.5 Describing emerging colonial governments Examples: representative government, town meetings, role of laws</p> <p>5.5.B.6 Describing the development of the emerging labor force in the colonies Examples: slaves, indentured servants</p> <p>5.B.7 Identifying on a map changes in North American boundaries as a result of the French and Indian War</p>			
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3 rd Six Weeks					
		<p>5.6. Identify the impact of trade routes on merging colonies in the America</p> <p>Examples: spread of Christianity, increase in trading of cotton and indigo</p> <p>5.6.B.1 Tracing the result of slave trading in the Americas Example: establishment of the Triangular Trade Route</p> <p>5.6.B.2 Locating centers of slave trade in the Western Hemisphere</p>	<p>H.M. Chapter 5-6,</p> <p>Use graphic organizers, KWL, 321, word map</p>		

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4 th Six Weeks					
4 th Six Weeks	Standard 1 Obj. 1 Eligible Content: Identify the critical economic and political events leading to the Colonial separation from England. Taxation, French and Indian War, Boston Massacre, Boston Tea Party, a	5.7 Identify events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.	H.M. Chapter7, Resources for Reaching All Learners Pgs. 27-29 Practice bk. Pgs 41-43 Use graphic organizers, KWL, 321, word map		

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4 th Six Weeks					
	<p>Standard II</p> <p>Obj. I Identify and describe the impact and the influence of the intellectual and religious thoughts on the political systems of the United States. Great Awakening, Bill of Rights Identify and describe models and concepts for central government. First and Second Continental Congresses, Declaration of Independence, Constitutional Convention(state versus national power, debate over ratification)</p> <p>Obj. 2 Identify, explain, describe, and/or compare the provisions of essential documents of the United States government. Declaration of Independence, Basics of the Constitution, Bill Preamble, Separation Powers Bill of Rights, the 15th and 19th Amendments, Violations (Black Codes, Jim Crow Laws)</p>	<p>5.8 Identify major events of the American Revolution, including the Battles of Lexington and Concord, the Battle of Bunker Hill, the Battle of Saratoga, and the Battle of Yorktown.</p> <p>5.8.B.1 Describing the social and political impact of the Declaration of Independence</p> <p>5.8.B.2 Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, and ordinary citizens</p> <p>5 8.B.3 Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress</p> <p>5.8.B.4 Locating on a map major battle sites of the American Revolution</p>	<p>H.M. Chapter7, pgs. 250-257 Ch. 8 pgs. 262-269 Resources for Reaching All Learners Pgs. 30-34 Practice bk. Pgs. 45,49,67 Use graphic organizers, KWL, 321, word map</p>		

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5 th Six Weeks	<p>Standard II</p> <p>Obj. 1 Identify and describe the impact and the influence of the intellectual and religious thoughts on the political systems of the United States. Great Awakening, Bill of Rights</p> <p>Identify and describe models and concepts for central government. First and Second Continental Congresses, Declaration of Independence, Constitutional Convention(state versus national power, debate over ratification)</p> <p>Obj. 2 Identify, explain, describe, and/or compare the provisions of essential documents of the United States government. Declaration of Independence, Basics of the Constitution, Bill Preamble, Separation Powers Bill of Rights, the 15th and 19th Amendments, Violations (Black Codes, Jim Crow Laws)</p>	<p>5.9. List steps involved in the development of the Constitution of the United States, including inadequacies of the Articles of Confederation, including struggles over the ratification of the Constitution.</p> <p>5.9.B.1 Listing powers granted to Congress, the President, and those reserved for states or for the people</p> <p>5.9.B.2 Discussing major ideas and concepts of the Constitution of the United States, including duties and powers of the three branches of government</p> <p>5.9.B.3 Identifying main principles in the Bill of Rights</p> <p>5.9.B.4 Describing the process by which territories achieve statehood under the Constitution</p>	<p>H.M. Chapter 9 pgs. 296,329-331</p> <p>Resources for Reaching All Learners Pg. 36</p> <p>Practice bk. Pgs. 50-51</p> <p>Use graphic organizers, KWL, 321, word map</p>		

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5 th Six Weeks					
	<p>Standard III Obj 2 Trace and compare the expansion of the United States from 1783 -1853. Territory Expansion Treaty of Paris-1783 Northwest Ordinance-1787 Louisiana Purchase Lewis and Clark expedition Economic nationalism during the “Era of Good Feeling” Economic Issues; Henry Clay’s American System, Missouri Compromise, Monroe Doctrine Westward expansion Indian Removal Act (Trail of Tears) Growing sectional divisions Mexican War</p> <p>Standard V Obj I Identify and explain the closing of the frontier and the transition from an agrarian society to an industrial nation during the 1800s. Settlement of the Midwest/immigrant movement (steel plow, windmill, railroad) Changing role of the American farmers (early mechanization of agriculture)</p>	<p>5.10. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States Examples: Louisiana Purchase, Indian Removal Act, Texas-Mexican Wars, Mexican-American War, Gold Rush of 1849 5.10.B.1 Tracing expeditions of Meriwether Lewis and William Clark in the American West, including the role of Sacagawea 5.10.B.2 Identifying the purpose of the Monroe Doctrine</p>	<p>H.M. Chapter 10-11, Resources for Reaching All Learners Pgs. 41, 44,45 Reading Skills and Strategies Practice pg. 39 Practice bk. Pgs. 61,65-66 SAT-10/ARMT pg. 30 Use graphic organizers, KWL, 321, word map</p>		

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6 th Week					
6 th Six Weeks		<p>5.11.a Explain causes of the War of 1812. Examples: causes—impressment, territorial disputes;</p>	<p>H. M. Chapter 10, pgs. 360-365 Resources for Reaching All Learners pg. 40 Provide more material. Use graphic organizers, KWL, 321, word map</p>		
		<p>5.11.b Explain the major events occurring during the War of 1812. events—burning of Washington, D.C.; creation of War Hawks; composition of “Star-Spangled Banner”; Battle of Horseshoe Bend; Battle of New Orleans</p> <p> 5.11.B.1 Locating on a map major areas of conflict in the War of 1812, including Washington, D.C.</p>	<p>H. M. Chapter 10, pgs. 360-365 Resources for Reaching All Learners pg. 40. Use graphic organizers, KWL, 321, word map</p>		

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6 th Six Weeks					
	Standard III Obj. 3 Identify, describe, and/or compare the impact of social, political, and economic reforms before the Civil War. Social reforms before the Civil War Women and women’s rights (Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony) Abolitionists (William Lloyd Garrison, Harriet Beecher Stowe, Frederick “Douglass, Harriet Tubman and the Underground Railroad Other Reform Movements (Dorothea Dix) Political and Economic Reform War of 1812 Course of the War (Fort McHenry, New Orleans) Consequences of the war Growth of nationalism (tariff	5.12 Identify causes of the Civil War from the northern and southern view points. Examples: states’ rights, slave versus free states 5.12.B.1 Describing the importance of the Missouri Compromise, the Compromise of 1850, John Brown’s Rebellion, and the Emancipation Proclamation 5.12.B.2 Describing the impact of the Civil War on the social, economic, and political life of the United States5.12.B.3 Identifying on a map locations important to the Civil War Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Confederate states, Union states, Confederate capitals 🇺🇸	H.M. Ch. 12, Ch. 13 pgs. 452-471 Reading Skills and Strategies Practice pgs. 49-50 SAT-10/ARMT Practice pg. 37 Practice pg. 73-76 Use graphic organizers, KWL, 321, word map		

	protection) Extension of voting rights Emergence of a distinct American culture Authors and Poets (Webster, Whitman, Irving, Cooper, Dickinson) Standard IV Obj. 1 Recognize and analyze the factors leading to sectional division. Compromise of 1850 Fugitive Slave Act Kansas-Nebraska Act Dred Scott Decision John Brown Raid Identify and relate the election of Lincoln to the division of the nation Background and Issues debated Identify and analyze non- military events of the Civil War. Cultural (Emancipation Proclamation) Examine the military defeat of the Confederacy Geographic (Sherman's March) Political (Gettysburg Address) Economic (Lee's surrender)				
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	Standard IV Obj.1 Identify and compare the successes and failures of the Reconstruction Era and the emergence of the New South Plans for reconstruction Lincoln's plan Congressional plan Radical Reconstruction (Black Codes, Carpetbaggers, scalawags) Presidency of U. S. Grant End of reconstruction The New South Race relations (Jim Crow Laws)	5.13 Identify social, political, and economic changes that occurred during Reconstruction. 5.13.B.1 Describing the effects of Reconstruction on women and African Americans Examples: voting rights for African-American males, women as heads of households, stabilization of the African-American family, role of self-help and mutual aid 5.13.B.2 Identifying the impact of Reconstruction on education in the United States Example: education of African-American children	H.M Ch. 13, pgs. 472- 487 SAT-10/ARMT Practice 36, 38, 39 Practice Bk. 77 Use graphic organizers, KWL, 321, word map		
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