

Fifth Grade
Social Studies Pacing Guide

First Nine Weeks				
Competency	Mississippi Social Studies Framework Objectives	DOK	Date Taught	Assessment
1	Examine the historical development of the United States of America (H G)			
a.	Identify the various groups who migrated to North America and the cause(s) of the migration.			
b.	Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.)			
3.	Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. (C, H, G, E)			
a.	Analyze how "national" and "state boundaries developed and have changed over time (e.g. Native American, Colonial, Louisiana Purchase, etc.)			
b.	Compare our democratic principles to those of non-democratic nations.			
c.	Measure/Calculate distance on a variety of maps (e.g., map scales, etc.)			
d.	Analyze geographic information using social studies tools (e.g., graphs, time lines, maps, charts, globes, technology, etc.)			
e.	Identify cardinal and intermediate directions on maps. <on-going>			
f.	Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.)			
g.	Explain map essentials (e.g., scale, map symbols, elevation, etc)			
h.	Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.) <on-going>			
i.	Develop and use mental maps for identifying location.			
j.	Identify continents and place the United States appropriately.			

k.	Using social studies tools identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.).			
5.	Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H)			
a.	Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc).			
b.	Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).			
c.	Identify civic rights and responsibilities (e.g., voting paying taxes, etc.)			
6.	Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C,E)			
d.	Draw conclusions about how regions differences or similarities in religion, resources, etc. may lead to cooperation or conflict.			

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Second Nine Weeks				
Competency	Mississippi Social Studies Framework Objectives	DOK	Date Taught	Assessment
1.	Examine the historical development of the United States of America (H G) <on-going>			
a.	Identify the various groups who migrated to North America and the cause(s) of the migration. <on-going>			
b.	Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.) <on-going>			
c.	Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.).			
d.	Analyze past and present patterns of rural/urban migrations within the United States.			
2.	Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) <on-going>			
a.	Determine how democratic principles developed (e.g., women's suffrage, civil rights, etc.)			
b.	Compare our democratic principles to those of non-democratic nations.			
c.	Research/analyze how democratic events and symbols have evolved (e.g., flag, voting, inaugurations)			
3.	Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. (C, H, G, E) <on-going>			
a.	Analyze how "national" and "state boundaries developed and have changed over time (e.g. Native American, Colonial, Louisiana Purchase, etc.) <on-going>			
b.	Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, States and Capitals. <on-going>			
c.	Measure/Calculate distance on a variety of maps (e.g., map scales, etc.) <on-going>			
d.	Analyze geographic information using social studies tools (e.g., graphs, time lines, maps, charts,			

	globes, technology, etc.) <on-going>.			
e.	Identify cardinal and intermediate directions on maps. <on-going>			
f.	Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.). <on-going>			
g.	Explain map essentials (e.g., scale, map symbols, elevation, etc) <on-going>			
h.	Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.) <on-going>.			
i.	Develop and use mental maps for identifying location. <on-going>			
j.	Identify continents and place the United States appropriately.			
k.	Using social studies tools identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). <on-going>			
4.	Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H)			
a.	Explain how the powers of the national government are distributed, shared, and limited			
b.	Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Father, Declaration of Independence, articles of Confederation, Constitution, Bill of Rights, etc.).			
c.	Define "rule of law" and explain how it protects individual rights of citizens			
5.	Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) <on-going>			
a.	Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc).			
b.	Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).			
c.	Identify civic rights and responsibilities (e.g., voting paying taxes, etc.)			
6.	Examine how cooperation and conflict among			

	individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C,E) <on-going>			
b.	Research the movement of a product from manufacture to use.			
c.	Explain the triangular trade route of 16 th and 17 th century that linked North America, Africa, and Europe and explain how the trade influenced the history of those continents.			
d.	Draw conclusions about how regional differences or similarities in religion, resource, etc, may lead to cooperation or conflict.			
e.	Identify and explain factors that contribute to conflict within and between the United States and other countries.			
7.	Investigate how human technology and nature alters the environment. (G, H, C)			
a.	Analyze the effects of different types of technology on places (e.g., railroads in the 19 th century, satellite communications in the 20 th century, etc.)			
b.	Use social studies tools to determine how changing technology has affected the relationships between people and places			

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Third Nine Weeks				
Competency	Mississippi Social Studies Framework Objectives	D O K	Date Taught	Assessment
1.	Examine the historical development of the United States of America (H G) <on-going>			
b.	Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.)			
c.	Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.).			
d.	Analyze past and present patterns of rural/urban migrations within the United States.			
2.	Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) <on-going>			
a.	Determine how democratic principles developed (e.g., women's suffrage, civil rights, etc.)			
b.	Compare our democratic principles to those of non-democratic nations.			
c.	Research/analyze how democratic events and symbols have evolved (e.g., flag, voting, inaugurations)			
3.	Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. (e.g., time lines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)			
b.	Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, States and Capitals. <on-going>			

c.	Measure/Calculate distance on a variety of maps (e.g., map scales, etc.) <on-going>			
d.	Analyze geographic information using social studies tools (e.g., graphs, time lines, maps, charts, globes, technology, etc.) <on-going>.			
e.	Identify cardinal and intermediate directions on maps. <on-going>			
f.	Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing, etc.). <on-going>			
g.	Explain map essentials (e.g., scale, map symbols, elevation, etc) <on-going>			
h.	Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.) <on-going>.			
i.	Develop and use mental maps for identifying location. <on-going>			
k.	Using social studies tools identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). <on-going>			
4.	Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) <on-going>			
b.	Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Father, Declaration of Independence, articles of Confederation, Constitution, Bill of Rights, etc.).			
c.	Define "rule of law" and explain how it protects individual rights of citizens.			
5.	Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) <on-going>			
a.	Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc).			
b.	Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity,			

	fairness, justice, equality, diversity, authority, rule of law, etc.).			
c.	Identify civic rights and responsibilities (e.g., voting paying taxes, etc.)			
6.	Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C,E) <on-going>			
a.	Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).			
b.	Research the movement of a product from manufacture to use.			
d.	Draw conclusions about how regional differences or similarities in religion, resource, etc, may lead to cooperation or conflict.			
e.	Identify and explain factors that contribute to conflict within and between the United States and other countries.			
7.	Investigate how human technology and nature alters the environment. (G, H, C) <on-going>			
a.	Analyze the effects of different types of technology on places (e.g., railroads in the 19 th century, satellite communications in the 20 th century, etc.)			
b.	Use social studies tools to determine how changing technology has affected the relationships between people and places			

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Fourth Nine Weeks				
Competency	Mississippi Social Studies Framework Objectives	DOK	Date Taught	Assessment
1.	Examine the historical development of the United States of America (H G) <on-going>			
a.	Identify the various groups who migrated to North America and the cause(s) of the migration. <on-going>			
b.	Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.)			
c.	Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.).			
2.	Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) <on-going>			
a.	Determine how democratic principles developed (e.g., women's suffrage, civil rights, etc.)			
b.	Compare our democratic principles to those of non-democratic nations.			
c.	Research/analyze how democratic events and symbols have evolved (e.g., flag, voting, inaugurations)			
3.	Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. (e.g., time lines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)			
b.	Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, States and Capitals. <on-going>			
c.	Measure/Calculate distance on a variety of maps (e.g., map scales, etc.) <on-going>			
d.	Analyze geographic information using social			

	studies tools (e.g., graphs, time lines, maps, charts, globes, technology, etc.) <on-going>.			
e.	Identify cardinal and intermediate directions on maps. <on-going>			
g.	Explain map essentials (e.g., scale, map symbols, elevation, etc) <on-going>			
h.	Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.) <on-going>.			
i.	Develop and use mental maps for identifying location. <on-going>			
j.	Identify continents and place the United States appropriately.			
k.	Using social studies tools identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). <on-going>			
4.	Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) <on-going>			
c.	Define "rule of law" and explain how it protects individual rights of citizens.			
5.	Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) <on-going>			
a.	Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc).			
b.	Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).			
c.	Identify civic rights and responsibilities (e.g., voting paying taxes, etc.)			
6.	Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C,E) <on-going>			
a.	Compare and contrast human and physical factors that affect economic development			

	in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).			
b.	Research the movement of a product from manufacture to use.			
d.	Draw conclusions about how regional differences or similarities in religion, resource, etc, may lead to cooperation or conflict.			
e.	Identify and explain factors that contribute to conflict within and between the United States and other countries.			
7.	Investigate how human technology and nature alters the environment. (G, H, C) <on-going>			
a.	Analyze the effects of different types of technology on places (e.g., railroads in the 19 th century, satellite communications in the 20 th century, etc.)			
b.	Use social studies tools to determine how changing technology has affected the relationships between people and places			

FIFTH GRADE OUTLINE

FIRST NINE WEEKS: UNITS 1 & 2

GEOGRAPHY
NATIVE AMERICANS
EXPLORERS

SECOND NINE WEEKS: UNITS 3 & 4

COLONIES
REVOLUTIONARY WAR
A NEW NATION
CONSTITUTION

THIRD NINE WEEKS: UNITS 5, 6, & 7

MOVEMENT WEST
CIVIL WAR
INDUSTRY IMMIGRATION

FOURTH NINE WEEKS: UNITS 8, 9 & 10

THE NINETEENTH CENTURY
THE TWENTIETH CENTURY

RESOURCES

1. INFORMATION THAT GOES WITH THE BOOK

ACTIVITY BOOK
TRANSPARENCIES
TEST

2. LIBRARY BOOKS

3. WEBSITES

www.si.edu.museum

www.hotchalk.com

www.nationalgeographic.com

www.historychannel.com

www.stlouisfed.org

4. VIDEOS