

| District: Merrillville Community School Corporation |           |  |   |                    |                   |   |
|---|-----------|--|---|--------------------|-------------------|---|
| Grade: 5  |           |  |   |                    |                   |   |
| Subject: Social Studies                             |           |  |   |                    | Trimester: 1st    |   |
| Standard/Indicator                                  | Concept   | Skill  | Academic Vocabulary   | Suggested Timeline | Assessment        | Resources   |
| Month:<br>August-September                          |           |  |   |                    |                   |   |
| 5.3.3<br>5.3.1<br>5.3.2<br>5.3.5<br>5.3.6<br>5.3.7  | Geography | *I can use the US map to locate states, capitals, and major waterways<br>*I can locate lines of latitude and longitude on a map.<br>*I can identify and describe cultural and physical regions of the US.<br>*I can locate the continental divide.<br>*I can describe the characteristics of climate regions of the US.<br>*I can identify major sources of fresh water. | -intersecting<br>-relative location<br>-absolute locations<br>-contiguous<br>-territory<br>-navigate<br>-tributary<br>-canyon | 3 weeks            | Unit 1 Assessment | -United States History textbook<br>-region maps<br>-Globe<br>-Flocabulary States/Capitals<br><a href="https://www.flocabulary.com/unit/50-states-capitals/">https://www.flocabulary.com/unit/50-states-capitals/</a><br>Regions<br><a href="https://www.flocabulary.com/unit/regions-of-the-us/">https://www.flocabulary.com/unit/regions-of-the-us/</a><br>Longitude/Latitude<br><a href="https://www.flocabulary.com/unit/longitude-and-latitude/">https://www.flocabulary.com/unit/longitude-and-latitude/</a> |
| Remediation/Enrichment                              | Timeline  |  |   | Activities         |                   | Assessment  |
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| Month:<br>September-Oct<br>ober | Concept | Skill   | Academic<br>Vocabulary  | Suggested<br>Timeline | Assessment           | I<br>n<br>s<br>t<br>r<br>u<br>c<br>t<br>i<br>o<br>n<br>a<br>l<br>S<br>t<br>r<br>a<br>t<br>e<br>g<br>i<br>e<br>s | Resources |
|---------------------------------|---------|---|---|-----------------------|----------------------|---|-----------|
| 5.1.1<br>5.1.2<br>5.1.3         | History | *I can identify<br>cultures and<br>settlements that<br>existed in<br>N.America prior<br>to contact with | -culture<br>-civilization<br>-slavery<br>-empire<br>-irrigation<br>-kachina | 3 weeks               | Unit 2<br>Assessment | United States<br>History textbook<br><br>Flocabulary<br>Navajo:   |           |

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|------------------------|----------|---|---|--------------------|------------|---|-----------|
|                        |          | Europeans.<br>*I can describe cultures and settlements. | -migrate<br>-Hogan<br>-translate<br>-totem pole<br>-potlatch<br>-prairie<br>-nomad<br>-teepee<br>-lodge<br>-slash-and-burn<br>-longhouse<br>-wampum<br>-confederacy |                    |            | <a href="https://www.floabulary.com/unit/navajo/">https://www.floabulary.com/unit/navajo/</a> |           |
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| Remediation/Enrichment | Timeline |   |   | Activities         |            | Assessment  |           |
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| Month: Late October    | Concept  | Skill   | Academic Vocabulary   | Suggested Timeline | Assessment | Instruction   | Resources |

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|-------------------------|--------------------|--|--|---------|-------------------|---|--|
| 5.1.4<br>5.1.5<br>5.1.6 | Age of Exploration | <p>*I can locate the origins, physical features and social structure of early Spanish, French, and British settlements.</p> <p>*I can compare the origins, physical structures and social structure of Spanish, French and British settlements.</p> <p>*I can compare the religious, political and economic reasons for Europe's colonization of the Americas.</p> <p>*I can identify cooperation and conflict between Native American</p> | <p>-merchant</p> <p>-navigation</p> <p>-enslave</p> <p>-missionary</p> <p>-claim</p> <p>-ally</p> <p>-intent</p> | 2 weeks | Unit 3 Assessment |   | <p>-United States History textbook</p> <p>-Exploration Lesson</p> <p><a href="https://betterlesson.com/community/lesson/29923/age-of-exploration-how-europeans-came-to-the-new-world">https://betterlesson.com/community/lesson/29923/age-of-exploration-how-europeans-came-to-the-new-world</a></p> |

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|                        |          | Indians and colonists.<br>*I can explain cooperation and conflict between Native American Indians and colonists. |  |            |  |            |  |
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| Remediation/Enrichment | Timeline |  |  | Activities |  | Assessment |  |
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| District: Merrillville Community School Corporation |                  |   |  |                    |                   |                          |  |
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| Grade: 5  |                  |   |  |                    |                   |                          |  |
| Subject: Social Studies                             |                  |   |  |                    | Trimester: 2nd    |                          |  |
| Standard/Indicator                                  | Concept          | Skill   | Academic Vocabulary  | Suggested Timeline | Assessment        | Instructional Strategies | Resources  |
| Month:<br>November                                  |                  |   |  |                    |                   |                          |  |
| 5.1.7<br>5.1.8<br>5.2.2<br>5.2.3                    | Colonial America | *I can identify the 13 British colonies by region.<br>*I can locate the 13 British colonies by regions.<br>*I can describe the political, social and economic organization of each region.<br>*I can identify early founders of colonial settlements<br>*I can describe early | -act<br>-profit<br>-debt<br>-market economy<br>-barter<br>-occupation<br>-indentured servant | 1 month            | Unit 4 Assessment |                          | -United States History Textbook<br>-Flocabulary Colonial America:<br><a href="https://www.flocabulary.co">https://www.flocabulary.co</a> |

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|   |                     | colonial resistance to British rule.<br>*I can identify and explain ideas about limited government.<br>*I can give examples and explain how the British colonies in America developed forms of government.   |   |                    |                   |                          | <a href="https://www.flocabulary.com/unit/colonial-america/">m/unit/colonial-america/</a><br><a href="https://www.flocabulary.com/unit/early-american-settlements/video/">https://www.flocabulary.com/unit/early-american-settlements/video/</a> |
| Remediation/Enrichment                                  | Timeline            |  |   | Activities         |                   | Assessment               |  |
|   |                     |  |   |                    |                   |                          |  |
| Month:<br>December-January                              | Concept             | Skill  | Academic Vocabulary   | Suggested Timeline | Assessment        | Instructional Strategies | Resources  |
| 5.1.9<br>5.1.10<br>5.1.11<br>5.1.12<br>5.1.13<br>5.1.14 | American Revolution | *I can explain how political, religious, and economic ideas brought about the American Revolution<br>*I can analyze causes of the American Revolution as outlined in the Declaration of Independence.<br>*I can identify British and American leaders of the American Revolutionary War.<br>*I can describe the significance of British and American leaders in key events of the war. | -tributary<br>-treaty<br>-proclamation<br>-boycott<br>-repeal<br>-militia<br>-Loyalist<br>-Patriot<br>-mercenary<br>-inflation<br>-profiteering<br>-desert<br>-spy<br>-blockade | 2 months           | Unit 5 Assessment |                          | -United States History Textbook<br><br>-Flocabulary American Revolution<br><a href="https://www.flocabulary.com/unit/american-revolution/">https://www.flocabulary.com/unit/american-revolution/</a>   |

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|   |                     | *I can identify contributions of women and minorities during the American Revolution.<br>*I can explain consequences of the American Revolution.   |  |                    |                   |                          |  |
| Remediation/Enrichment  | Timeline            |  |  | Activities         |                   | Assessment               |  |
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| Month: February   | Concept             | Skill  | Academic Vocabulary  | Suggested Timeline | Assessment        | Instructional Strategies | Resources  |
| 5.1.15<br>5.1.16<br>5.1.17<br>5.2.1<br>5.2.4<br>5.2.5<br>5.2.6<br>5.2.7<br>5.2.8<br>5.2.9 | Founding the Nation | *I can explain why the US Constitution was created in 1787.<br>*I can explain how the Constitution established a stronger union among the original 13 states.<br>*I can identify the people involved in the development of the Constitution.<br>*I can the origins and drafting of the Bill of Rights, ratified in 1791.<br>* I can explain why the first American political parties developed.<br>*I can analyze the impact the political parties had on early presidential elections.<br>*I can summarize the principles and purposes of | -constitution<br>-ratify<br>-delegate<br>-veto<br>-appeal<br>-impeach<br>-federalism<br>-amendment<br>-guarantee<br>-submit<br>-debate<br>-fundamental<br>-press<br>-due process<br>-jury<br>-responsibility | 1 month            | Unit 6 Assessment |                          | -United States History Textbook<br><br>-Flocabulary Declaration<br><a href="https://www.flocabulary.com/unit/declaration-of-independence/video/">https://www.flocabulary.com/unit/declaration-of-independence/video/</a><br>Purpose of Constitution<br><a href="https://www.flocabulary.co">https://www.flocabulary.co</a> |

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|  |  | <p>government as stated in the Preamble.</p> <p>*I can identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution and the Bill of Rights</p> <p>*I can describe and give examples of individual rights guaranteed by the Bill of Rights.</p> <p>*I can describe the primary and general election process for local, state and national offices.</p> <p>*I can identify the three branches of the United States government and explain the functions of each.</p> <p>*I can describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation.</p> <p>*I can examine ways by which citizens may effectively voice opinions, monitor government, and bring about change in government.</p> <p>*I can use a variety of information resources* to identify and evaluate contemporary issues that involve civic</p> | -politics |  |  |  | <p><a href="https://www.flocabulary.com/unit/us-constitution/video/">m/unit/us-constitution/video/</a></p> <p>Bill of Rights</p> <p><a href="https://www.flocabulary.com/unit/bill-of-rights/">https://www.flocabulary.com/unit/bill-of-rights/</a></p> |
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|                        |          | responsibility, individual rights and the common good. |  |            |  |            |  |
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| Remediation/Enrichment | Timeline |  |  | Activities |  | Assessment |  |
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| District: Merrillville Community School Corporation |                  |   |                     |                    |                |                          |  |
| Grade: 5  |                  |   |                     |                    |                |                          |  |
| Subject: Social Studies                             |                  |   |                     |                    | Trimester: 3rd |                          |  |
| Standard/Indicator                                  | Concept          | Skill   | Academic Vocabulary | Suggested Timeline | Assessment     | Instructional Strategies | Resources  |
| Month: March  |                  |   |                     |                    |                |                          |  |
| (Review for ISTEP)<br>5.1.1-5.1.4                   | Native Americans | *I can identify and describe early North American cultures.           |                     | 1 month of review  |                |                          | To be determined   |
| 5.1.5-5.1.8   | Colonial America | *I can understand the colonization of Europeans.<br>*I can understand |                     |                    |                |                          | <a href="http://mrnussbaum.com/nativeamericans/">http://mrnussbaum.com/nativeamericans/</a><br><br>13 Colonies |

|               |                            |   |  |  |  |  |   |
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| 5.1.9-5.1.14  | American Revolution        | relationships between Native Americans and colonists.<br>*I can identify the Southern, New England, and Middle colonies.<br>*I can describe the political, social, and economic organization of each region.<br>*I can understand the causes, leaders, contributions, and consequences of the American Revolution |  |  |  |  | <a href="http://mrnussbaum.com/13-colonies/">http://mrnussbaum.com/13-colonies/</a><br><br>American Revolution<br><a href="http://mrnussbaum.com/american-revolution/">http://mrnussbaum.com/american-revolution/</a> |
| 5.1.15-5.1.16 | United States Constitution | *I can explain why the constitution was created and how it  |  |  |  |  | Constitution<br><a href="http://mrnussbaum.com/constitution-2/">http://mrnussbaum.com/constitution-2/</a><br>Bill of Rights   |

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| 5.2.5-5.2.7         | Government | <p>established a stronger union.<br/>           *I can understand the origins of the Bill of Rights and give examples of rights.<br/>           *I can describe the election process.<br/>           *I can identify the three branches of government and explain the function.</p> |  |  |  |  | <a href="http://mrnussbaum.com/history-2-2/bor/">http://mrnussbaum.com/history-2-2/bor/</a>  |
| 5.3.1-5.3.3, 5.3.11 | Geography  | <p>*I can understand lines of latitude and longitude.<br/>           *I can use maps to locate states and capitals in the United States.<br/>           *I can understand</p>   |  |  |  |  | <p>Branches of Government<br/> <a href="http://mrnussbaum.com/government/">http://mrnussbaum.com/government/</a></p> <p>50 States<br/> <a href="http://mrnussbaum.com/unit-ed-states/unit-ed_states/">http://mrnussbaum.com/unit-ed-states/unit-ed_states/</a></p> <p>Regions<br/> <a href="http://mrnussbaum.com/unit">http://mrnussbaum.com/unit</a></p> |

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| 5.4.7-5.4.8            | Economics                         | how Native Americans and colonists adapted to their environments.<br>*I can understand how supply and demand affect price. |  |                    |            |                          | <a href="#">ed-states/regions/</a> |
| Remediation/Enrichment | Timeline                          |  |  | Activities         |            | Assessment               |                                    |
|                        |                                   |  |  |                    |            |                          |                                    |
| Month: April-May       | Concept                           | Skill  |  | Suggested Timeline | Assessment | Instructional Strategies | Resources                          |
|                        | Projects?<br>Finish Units<br>7/8? |  |  |                    |            |                          |                                    |
|                        |                                   |  |  |                    |            |                          |                                    |
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| Remediation/Enrichment | Timeline                          |  |  | Activities         |            | Assessment               |                                    |
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| Month:                 | Concept                           | Skill  |  | Suggested Timeline | Assessment | Instructional Strategies | Resources                          |
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| Remediation/Enrichment | Timeline |       |  | Activities         |            | Assessment               |           |
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| Month:                 | Concept  | Skill |  | Suggested Timeline | Assessment | Instructional Strategies | Resources |
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| Remediation/Enrichment | Timeline |       |  | Activities         |            | Assessment               |           |
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