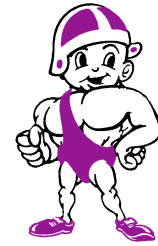


Fremont City Schools

Pacing Guide Harcourt Social Studies Grade 5

The expectation is at least 45 min. 5 x week



Grading Period One

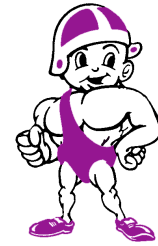
9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
1	Introduction/Review Geography	<p>GEO 1 -Use coordinates of latitude and longitude to determine the absolute location of points in North America.</p> <p>GEO 2 -Use maps to identify the location of: a. The three largest countries of North America; b. The 50 states of the United States; c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers; e. The Great Lakes.</p>	4
2,3,4	Chapter 1 Our Nation's Geography	<p>GEO 3 -Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</p> <p>GEO 4 - Explain how climate is influenced by: a. Earth-sun relationships; b. Landforms; c. Vegetation.</p> <p>GEO 5 - Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.</p> <p>GEO 6 - Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: a. Forests; b. Fertile soil; c. Oil; d. Coal; e. Running water.</p> <p>GEO 8 - Explain how the characteristics of different physical environments affect human activities in North America.</p>	14
5,6,7	Chapter 2 Native Americans	<p>H 2 Create time lines and identify possible relationships between events.</p> <p>PIS 1 Compare the cultural practices and products of diverse groups in North America including: a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.</p> <p>PIS 2 Compare life on Indian reservations today with the</p>	14

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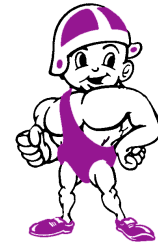


Approx. week	Topics	GLI's	Days to Teach
		cultural traditions of American Indians before the reservation system.	
8,9	Chapter 3 Exploration and Settlement Lessons 1, 2 & 3	SSSM 7 -Organize key ideas by taking notes that paraphrase or summarize. H 3 -Explain why European countries explored and colonized North America. GEO 10 -Use or construct maps of colonization and exploration to explain European influence in North America. PIS 3 -Describe the experiences of African-Americans under the institution of slavery.	10

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Grading Period Two

9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
10	Chapter 3 Exploration and Settlement Lessons 4 Assessment	H 3 -Explain why European countries explored and colonized North America.	4
11, 12, 13	Chapter 4 First Colonies Lessons 1, 2 & 3	H 4 - Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. PIS 3 - Describe the experiences of African-Americans under the institution of slavery. PIS 4 - Describe the waves of immigration to North America and the areas from which people came in each wave. PIS 5 - Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.	11
14	Chapter 4 First Colonies Lesson 4 Review	H 4 - Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.	5
15, 16, 17	Chapter 5 Colonies	SSSM 3 -Differentiate between primary and secondary sources. PIS 3 - Describe the experiences of African-Americans under the institution of slavery. PIS 4 - Describe the waves of immigration to North America and the areas from which people came in each wave. PIS 5 - Compare reasons for immigration to North America with the reality immigrants experienced upon arrival. H 4 - Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.	12

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Approx. week	Topics	GLI's	Days to Teach
18, 19, 20	Chapter 6 American Revolution	H 4 - Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. H 5 -Explain how the United States became independent from Great Britain.	13

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Grading Period Three

9 Weeks of Instruction

Approx. week	Topics	GLI's	Days to Teach
21, 22, 23	Chapter 7 American Revolution	H 5 -Explain how the United States became independent from Great Britain. GOV 3 -Explain the significance of the Declaration of Independence and the U.S. Constitution.	14
24, 25, 26	Chapter 8 Government	GOV 1 - Explain major responsibilities of each of the three branches of the U.S. government: a. The legislative branch, headed by Congress, passes laws. b. The executive branch, headed by the president, carries out and enforces the laws made by Congress. c. The judicial branch, headed by the Supreme Court, interprets and applies the law. GOV 2 -Explain the essential characteristics of American democracy including: a. The people are the source of the government's authority. b. All citizens have the right and responsibility to vote and influence the decisions of the government. c. The government is run directly by the people or through elected representatives. d. The powers of government are limited by law. e. Basic rights of individuals are guaranteed by the Constitution. GOV 3 -Explain the significance of the Declaration of Independence and the U.S. Constitution. CRR 1 Explain how an individual acquires U.S. citizenship: a. Birth; b. Naturalization. CRR 2 -Explain the obligations of upholding the U.S. Constitution including: a. Obeying laws; b. Paying taxes; c. Serving on juries; d. Registering for selective service. CRR 3 -Explain the significance of the rights that are protected by the First Amendment including: a. Freedom of religion; b. Freedom of speech; c. Freedom of the press; d. Right of petition and assembly.	13

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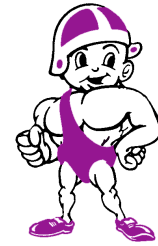


Approx. week	Topics	GLI's	Days to Teach
		SSSM 6 Draw inferences from relevant information.	
27, 28, 29	Economics	<p>ECON 1 . Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</p> <p>ECON 2 - Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</p> <p>ECON 3 -Explain how education, specialization, capital goods and the division of labor affect productive capacity.</p> <p>ECON 4 -Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</p> <p>ECON 5 -Explain the general relationship between supply, demand and price in a competitive market.</p> <p>ECON 6 - Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.</p> <p>ECON 7 -Explain why competition among onsumers/buyers results in higher product prices.</p>	15
30, 31, 32	Review for OAT/ Gaps (using OAT books)	<p>H 6 -Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</p> <p>H 9 SSSM 1 -Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source.</p> <p>SSSM 2 - Locate information in a variety of sources using key words, related articles and cross-references.</p> <p>SSSM 4 -Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose.</p>	15

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Approx. week	Topics	GLI's	Days to Teach
		SSSM 5 -Compare points of agreement and disagreement among sources.	

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Approx. week	Topics	GLI's	Days to Teach
33	Civil War Study	PIS 3 - Describe the experiences of African-Americans under the institution of slavery.	5
34	State Reports	SSSM 1 -Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source. SSSM 2 - Locate information in a variety of sources using key words, related articles and cross-references. SSSM 4 -Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose. SSSM 5 -Compare points of agreement and disagreement among sources	5
35	Famous African Americans	SSSM 1 -Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source. SSSM 2 - Locate information in a variety of sources using key words, related articles and cross-references. SSSM 4 -Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose. SSSM 5 -Compare points of agreement and disagreement among sources	5
36	President Research	SSSM 1 -Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts; b. Credentials of the source. SSSM 2 - Locate information in a variety of sources using key words, related articles and cross-references. SSSM 4 -Read information critically in order to identify: a. The author; b. The author's perspective; c. The purpose. SSSM 5 -Compare points of agreement and disagreement among sources	5