

Crest Memorial School Curriculum and Pacing Guide	
Grade: 5	Subject Area: Social Studies
Adoption Date:	Revision Date: February 16, 2024

**Mission and Vision Statements**

*Mission:* Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

- Vision:* An education in social studies fosters a population that:
- Is civic-minded, globally aware, and socially responsible;
  - Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
  - Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
  - Considers multiple perspectives, values diversity, and promotes cultural understanding;
  - Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
  - Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
  - Discerns fact from falsehood and critically analyzes information for validity and relevance.

**Integration of Technology**

9.4.5.TL.5: Collaborate digitally to produce an artifact  
 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

### 21st Century Skills

9.3.12.AG.5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.  
9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

### Career Education

9.1.8.CP.1: Compare prices for the same goods or services.  
9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

### Interdisciplinary Connection

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

### Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures in science journal with dictation support
- create a word map

Students At-Risk of Failure

- Allow verbalization before writing
- Use audio materials when necessary
- Read tests aloud

	<ul style="list-style-type: none"> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> <li>● Use mnemonic devices</li> </ul>
Gifted and Talented	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Assignment, Project, and Assessment Modification Based on Individual Student Needs</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Allow verbalization before writing</li> <li>● Use audio materials when necessary</li> <li>● Read tests aloud</li> <li>● Restate, reword, clarify directions</li> <li>● Re-teach concepts using small groups</li> <li>● Provide educational “breaks” as necessary</li> <li>● Chunking content into “digestible bites”</li> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use mnemonic devices</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Lesson quick checks (Exit tickets)</li> <li>● Teacher Observation</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Oral presentations</li> <li>● Summative Assessment</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Baseline place labeling geography assessment</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Projects</li> </ul>

<b>Pacing Guide</b>	
<b>Unit Title</b>	<b>Number of days</b>
Prehistoric Times & Mesopotamia	18 days

Ancient Egyptian Civilization	18 days
Ancient Greek Civilization	18 days
Ancient Roman Civilization	18 days

### Unit Learning Goals

Students will identify how archaeologists and scientists learn about prehistory and history. The students will evaluate how the Palolithic people lived a nomadic lifestyle and how the Great Migration led these people to explore outside of Africa. Students will then assess the importance of the Agricultural Revolution and how it caused the transition into the Neolithic Age.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>Textbook based Interactive Notes.</li> </ul>	<ul style="list-style-type: none"> <li>Topic-focused webquests</li> <li>Brainpop - Videos and Assignments</li> <li>Kid's Animated History With Pipo: The Time Compass</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1-4: Understand how hunter gatherers managed to survive.</li> </ul>	6.2.8.GeoPP.1.a	<ul style="list-style-type: none"> <li>Students will research food, shelter, language, fire, tools, and clothing of hunter gatherers.</li> <li>Complete Interactive Notebook - Prehistory</li> </ul>
<ul style="list-style-type: none"> <li>Day 5-8: Realize how agriculture changed human society.</li> </ul>	6.2.8.HistoryCC.1.a	<ul style="list-style-type: none"> <li>Describe the varying outcomes of the agricultural revolution and how it impacted the quality of life.</li> <li>Complete Interactive Notebook - Prehistory</li> </ul>
<ul style="list-style-type: none"> <li>Day 9-10: Understand why we study archeology.</li> </ul>	6.2.8.HistorySE.1.a	<ul style="list-style-type: none"> <li>Students will read an article about Otzi the Iceman and take a virtual field trip to South Tyrol Museum of Archaeology in Bolzano, Italy.</li> </ul>

<ul style="list-style-type: none"> <li>• Day 11-18: Identify the characteristics of Mesopotamia, the start of civilization.</li> </ul>	6.2.8.A.1.a	<ul style="list-style-type: none"> <li>• Students will complete a video worksheet on Mesopotamia from Kid’s Animated History with Pipo: The Time Compass. They will also put together a vocabulary flip chart.</li> </ul>

**Inclusive concepts**

Our vision is to leverage the study of prehistoric times and the comparison of different ancient civilizations to foster a classroom environment where students develop a strong sense of character, inclusivity, and cultural competence. By exploring the diverse ways in which early societies evolved and interacted, students gain a deeper appreciation for the interconnectedness of human history. In doing this, students will enhance their understanding of the world and their role in it, building empathy, respect, and responsibility.

**Unit Learning Goals**

Students will explore early river valley civilizations (e.g., Mesopotamia, Egypt) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>• BrainPop</li> <li>• Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-focused webquests</li> <li>• Two Distance learning tours</li> </ul>

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>• Day 1-4: Create a map of the Fertile Crescent and such river valley settlements. Highlight key aspects of river valley that demonstrates how it influenced settlement, trade networks, technology and sustainability.</li> </ul>	6.2.8.HistoryCC.2.c	<ul style="list-style-type: none"> <li>• Discuss how geography shaped the early river valleys.</li> <li>• Students will complete a summative project by creating their own cuneiform alphabet. They will write a quote in their language and have it translated by peers.</li> </ul>

<ul style="list-style-type: none"> <li>Day 5-10: Identify how geography and natural resources influenced the development of Egyptian civilization.</li> </ul>	6.2.8.GeoHE.2.a	<ul style="list-style-type: none"> <li>Students will research and identify geographical landforms that made ancient Egypt a great place to settle.</li> </ul>
<ul style="list-style-type: none"> <li>Day 11-14: Explain how religious beliefs shaped the government and culture of ancient Egypt. Evaluate how religion impacted government, culture and social structure in the river valleys.</li> </ul>	6.2.8.HistoryCC.2.b	<ul style="list-style-type: none"> <li>Students will outline the religion of Ancient Egypt, and other river valleys, including what the gods symbolized and how they worshipped.</li> <li>Students will write journal entries of a Pharaoh describing duties, responsibilities, and goals.</li> <li>Mummification Process - Apples.</li> </ul>
<ul style="list-style-type: none"> <li>Day 15-18: Explain how the knowledge and discoveries of ancient civilizations are still used today.</li> </ul>	6.2.8.HistoryCC.2.a	<ul style="list-style-type: none"> <li>Students will illustrate and analyze a list of significant contributions from ancient civilizations.</li> </ul>

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### Unit Learning Goals

Students will understand how many civilizations of the time developed due to favorable geographic conditions. They created centralized systems of government and advanced societies which are still the basis for how government and society works today.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> <li>Text</li> <li>Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>Topic-focused webquests</li> <li>Brainpop</li> <li>EdPuzzle</li> </ul>

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>Day 1-4: Understand the Development of city-states (Athens and Sparta).</li> </ul>	6.2.8.GeoPP.3.b	<ul style="list-style-type: none"> <li>In small groups, students will examine the elements of a Greek City-State. (social status, agoras, role of men and women, ect.) They will answer a debate question: Athens or Sparta?</li> <li>Map of Greek City-States</li> <li>Students will then work to create their own City-State.</li> </ul>
<ul style="list-style-type: none"> <li>Day 5-13: Explain the beginnings of democracy and its influence on modern governance.</li> </ul>	6.2.8.CivicsDP.3.b:	<ul style="list-style-type: none"> <li>Students will Compare and Contrast the roles of citizens in ancient Greece to the roles of citizens in the United States</li> </ul>
<ul style="list-style-type: none"> <li>Day 14-18: Describe the use of mythology and the gods for both Rome and Greece. Explain why myths were used in both classical civilizations.</li> </ul>	6.2.8.HistoryCC.3.a	<ul style="list-style-type: none"> <li>Students will explore Greek mythology through multiple resources. They will create Greek mythology baseball cards highlighting different aspects of the gods and goddesses.</li> </ul>

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### Unit Learning Goals

Students will examine how the classical civilizations emerged as well as how their governments became centralized which promoted commerce, culture and social values. The students will ultimately determine how the classical civilizations declined but left a lasting impact on the future civilizations.

**Core Instructional Materials**

**Supplemental Materials**

<ul style="list-style-type: none"> <li>● Textbook</li> <li>● Online benchmark assessment resource</li> </ul>	<ul style="list-style-type: none"> <li>● Topic-focused webquests</li> <li>● Two Distance learning tours</li> </ul>
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> <li>● Day 1-4: Discuss what social roles existed during the classical civilizations. Specifically the daily lives of the Romans.</li> </ul>	6.2.8.CivicsHR.3.a:	<ul style="list-style-type: none"> <li>● Students will create “A Day in the Life of…” poster presentations to compare and contrast Athens and Rome.</li> <li>● Create a social pyramid for the classical civilizations.</li> </ul>
<ul style="list-style-type: none"> <li>● Day 5-13: Describe the technology used by classical civilizations and evaluate how technology and innovation impacted all areas of the classical civilizations' culture, government and economy.</li> </ul>	6.2.8.EconGE.3.a	<ul style="list-style-type: none"> <li>● Students will complete a Roman technology gallery walk.</li> </ul>
<ul style="list-style-type: none"> <li>● Day 14-18: Identify the role war played in classical civilizations.</li> </ul>	6.2.8.CivicsPI.3.a	<ul style="list-style-type: none"> <li>● Students will list the various methods used by the rulers to control and unify their expanding empires. Students will follow guided notes and timelines on the wars taking place at the time.</li> </ul>

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