



Flagler Schools
5th Grade Social Studies
Pacing Guide
2025-2026

Quarter 1 | August 11 - October 10

Social Studies Unit 1: Geography

The benchmark(s) below should be used where appropriate throughout the year:

SS.5.A.1.1: Use primary and secondary sources to understand history.

SS.5.A.1.2: Utilize timelines to identify and discuss American History time periods.

SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.

SS.5.G.1.2: Use latitude and longitude to locate places.

SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.

Benchmarks/Learning Target

[SS.5.G.1.2:](#) Use latitude and longitude to locate places.

[SS.5.G.1.3:](#) Identify major United States physical features on a map of North America.

Remarks:

Examples are Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Great Plains, Rocky Mountains, Rio Grande, Lake Okeechobee, Mojave Desert.

[SS.5.G.1.4:](#) Construct maps, charts, and graphs to display geographic information.

[SS.5.G.1.6:](#) Locate and identify states, capitals, and United States Territories on a map.

Social Studies Unit 2: Native American and European Colonization

Benchmarks/Learning Target

SS.5.A.2.1: Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).

Remarks:

Examples may include, but are not limited to, those listed in the benchmark.

SS.5.A.2.2: Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

Remarks:

Examples may include, but are not limited to, those listed in the benchmark.

SS.5.A.2.3: Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

SS.5.A.3.1: Describe technological developments that shaped European exploration.

Remarks:

Examples may include, but are not limited to, orienteering compass, sextant, astrolabe, seaworthy ships, and gunpowder.

SS.5.A.3.2: Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.

Remarks:

In addition to those listed in the benchmark, examples may include, but are not limited to, Spanish, English, Dutch, Icelandic (Viking), and Swedish explorers.

SS.5.A.3.3: Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.

Remarks:

Examples may include, but are not limited to, diseases, agriculture, slavery, fur trade, military alliances, treaties, cultural interchanges.

SS.5.A.4.1: Identify the economic, political and socio-cultural motivation for colonial settlement.

Remarks:

Examples may include, but are not limited to, Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade.

SS.5.E.1.1: Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.

Remarks:

Examples are Triangular Trade and tobacco.

Social Studies Unit 3: Thirteen Colonies

Benchmarks/Learning Target

SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.

SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.

SS.5.CG.2.2: Compare forms of political participation in the colonial period to today.

Benchmark Clarifications/Success Criteria:

- Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
- Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government). (**to be taught in Quarter 4, Social Studies Unit 7*).

SS.5.E.2.1: Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

SS.5.A.4.2: Compare characteristics of New England, Middle, and Southern colonies.

Remarks:

- Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.

SS.5.A.4.3: Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.

Remarks:

Examples may include, but are not limited to, William Penn, Pontiac, Olaudah Equiano, George Whitefield, Roger Williams, John Winthrop, John Smith, John Rolfe, James Oglethorpe, Anne Hutchinson, Lord Baltimore.

SS.5.A.4.4: Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.

Remarks:

Examples may include, but are not limited to, town meetings, farming, occupation, slavery, bartering, education, games, science, technology, transportation, religion.

SS.5.A.4.5: Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.

SS.5.A.4.6: Describe the introduction, impact, and role of slavery in the colonies.

Remarks:

Examples may include, but are not limited to, cultural contributions, skilled labor, the move away from indentured servitude, growth of plantations, differences in treatment of slaves by region and assigned job (house slave v. field slave).

Quarter 2 | October 14 – December 19

Social Studies Unit 4: American History and Civics and Government

Benchmarks/Learning Target

SS.5.A.5.1: Identify and explain significant events leading up to the American Revolution.

Remarks

Examples may include, but are not limited to, the French and Indian War, the Stamp Act, the Townshend Acts, the Boston Massacre, the Boston Tea Party, the Coercive Acts, the Powder Alarms.

SS.5.A.5.2: Identify significant individuals and groups who played a role in the American Revolution.

Remarks

Examples may include, but are not limited to, King George III, Patrick Henry, Thomas Jefferson, George Washington, John Adams, John Hancock, Crispus Attucks, Ben Franklin, Paul Revere and Patriots, Sons of Liberty, Daughters of Liberty, Continental Congress, James Armistead, Francis Marion.

SS.5.A.5.3: Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.

Remarks

Examples may include, but are not limited to, the Magna Carta, the English Bill of Rights, the Mayflower Compact, *Common Sense*, the Declaration of Independence.

SS.5.A.5.4: Examine and explain the changing roles and impact of significant women during the American Revolution.

Remarks

Examples may include, but are not limited to, Abigail Adams, Martha Washington, Phyllis Wheatley, Mercy Otis Warren, Molly Pitcher, Deborah Sampson, Margaret Gage.

SS.5.A.5.5: Examine and compare major battles and military campaigns of the American Revolution.

Remarks

Examples may include, but are not limited to, Lexington and Concord, Saratoga, Valley Forge, Yorktown, Savannah, Charleston, Trenton, Princeton, Bunker Hill.

SS.5.A.5.6: Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.

Remarks

Examples may include, but are not limited to, France, Lafayette, Spain, de Galvez, von Stueben (aka de Steuben), Pulaski, Haiti.

SS.5.A.5.7: Explain economic, military, and political factors which led to the end of the Revolutionary War.

Remarks

Examples may include, but are not limited to, foreign alliances, rising cost for England, Treaty of Paris.

SS.5.A.5.8: Evaluate the personal and political hardships resulting from the American Revolution.

Remarks

Examples may include, but are not limited to, financing the war effort, war time inflation, profiteering, loss of family and property, dissent within families and between colonies.

SS.5.CG.1.1: Recognize that the Declaration of Independence affirms that every U.S. citizen has certain unalienable rights.

Benchmark Clarifications/Success Criteria

- Students will identify the grievances detailed in the Declaration of Independence.
- Students will describe the idea of “unalienable rights” in the Declaration of Independence as it relates to each citizen.
- Students will discuss the consequences of governments not recognizing that citizens have certain unalienable rights.

SS.5.CG.2.1: Discuss the political ideas of Patriots, Loyalists and other colonists about the American Revolution.

Benchmark Clarifications/Success Criteria

- Students will describe the political philosophy of American Patriots and why those ideas led them to declare independence from the British Empire.
- Students will explain why colonists would choose to side with the British during the American Revolution.
- Students will examine motivations for the decision to not take a side during the American Revolution.

Holocaust Education

Second week of November = Holocaust Education Week (Fifth Grade Only)

Benchmarks/Learning Target

Standard(s): SS.5.HE.1: Foundations of Holocaust Education

SS.5.HE.1.1: Define the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

Benchmark Clarifications:

- Students will define antisemitism as prejudice against or hatred of the Jewish people.
- Students will recognize the Holocaust as history’s most extreme example of antisemitism.
- Students will identify examples of antisemitism (e.g., calling for, aiding, or justifying the killing or harming of Jews).

Unit 5: American History and Civics and Government

Benchmarks/Learning Target

SS.5.A.5.9: Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).

Remarks

Examples may include, but are not limited to, those listed in the benchmark.

SS.5.CG.1.2: Explain how and why the U.S. government was created by the U.S. Constitution.

Benchmark Clarifications/Success Criteria

- Students will identify the strengths and weaknesses of the Articles of Confederation.
- Students will explain the goals of the 1787 Constitutional Convention.
- Students will describe why compromises were made during the writing of the Constitution and identify compromises (e.g., Great Compromise, the Three-Fifths Compromise, the Electoral College).
- Students will identify Federalist and Anti-Federalist arguments supporting and opposing the ratification of the U.S. Constitution.

SS.5.A.5.10: Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.

Remarks

- Examples may include, but are not limited to, liberty, representative government, limited government, individual rights, "bundle of compromises."

SS.5.CG.1.4: Describe the history, meaning and significance of the Bill of Rights.

Benchmark Clarifications/Success Criteria

- Students will describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.

SS.5.CG.2.6: Explain symbols and documents that represent the United States.

Benchmark Clarifications/Success Criteria

- Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
- Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

SS.5.CG.3.1: Describe the organizational structure and powers of the national government as defined in Articles I, II and III of the U.S. Constitution.

Benchmark Clarifications/Success Criteria

- Students will identify legislative, executive and judicial branch functions of the U.S. government as defined in Articles I, II and III of the U.S. Constitution.
- Students will explain why the Constitution divides the national government into three branches.

SS.5.CG.3.2: Analyze how the U.S. Constitution and Bill of Rights limit the power of the national government and protect citizens from an oppressive government.

Benchmark Clarifications/Success Criteria

- Students will recognize examples of what to include, but not be limited to, popular sovereignty, rule of law, separation of powers, checks and balances, federalism, the amendment process, and the fundamental rights of citizens in the Bill of Rights.

SS.5.CG.3.3: Explain the role of the court system in interpreting law and settling conflicts.

Benchmark Clarifications/Success Criteria

- Students will explain why the U.S. Supreme Court is the highest court in the system.
- Students will explain why both the United States and Florida have a Supreme Court.

SS.5.CG.3.4: Describe the process for amending the U.S. Constitution.

Benchmark Clarifications/Success Criteria

- Students will explain why the U.S. Constitution includes the amendment process.
- Students will identify amendments to the U.S. Constitution.

Quarter 3 | January 7 – March 12

Social Studies Unit 6: Growth and Westward Expansion

Benchmarks/Learning Target

SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.

SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.

Remarks:

Examples may include, but are not limited to, Lewis and Clark, Sacagawea, York, Thomas Jefferson, Andrew Jackson, Tecumseh, Jean Baptiste Point Du Sable.

SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.

Remarks:

In addition to those listed in the benchmark, examples may include, but are not limited to, the telegraph, Morse Code.

SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.

Remarks:

Examples may include, but are not limited to, Meriwether Lewis and William Clark, Zebulon Pike, John Fremont, the Mormon migration, the Forty-Niners, the Oregon Trail.

SS.5.A.6.5: Identify the causes and effects of the War of 1812.

Remarks:

Examples may include, but are not limited to, nationalism, neutrality in trade, impressment, border forts.

SS.5.A.6.6: Explain how westward expansion affected Native Americans.

Remarks:

Examples may include, but are not limited to, the Trail of Tears and Indian Removal Act.

SS.5.A.6.7: Discuss the concept of Manifest Destiny.

SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.

SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.

Remarks:

Examples may include, but are not limited to, location of routes, terrain, rivers, climate, vegetation, conflicts with Native Americans.

SS.5.E.1.3: Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.

Remarks:

Examples are Franklin stove, bifocals, double sided needle, cotton gin, Turtle submarine.

Quarter 4 | March 23 – May 28

Social Studies Unit 7: Civics and Government and Geography

Benchmarks/Learning Target

SS.5.CG.1.3: Discuss arguments for adopting a representative form of government.

Benchmark Clarifications/Success Criteria:

- Students will explain what is meant by a representative government.

SS.5.CG.2.5: Identify individuals who represent the citizens of Florida at the national level.

Benchmark Clarifications/Success Criteria:

- Students will identify Florida's U.S. senators and the U.S. representative for their district.
- Students will discuss the constitutional qualifications for office, term length, authority, duties, activities and compensation.

SS.5.CG.2.2: Compare forms of political participation in the colonial period to today.

Benchmark Clarifications/Success Criteria:

- Students will describe forms of political participation in the colonial period (e.g., serving on juries, militia service, participation in elections for government).
- **Students will identify ways citizens participate in the political process today (e.g., serving on juries, participation in elections for government). (**to be taught in Quarter 4, Social Studies Unit 7*).**

SS.5.CG.2.3: Analyze how the U.S. Constitution expanded civic participation over time.

Benchmark Clarifications/Success Criteria:

- Students will describe how the U.S. Constitution expanded voting rights through amendments and legislation including, but not limited to, the 15th, 19th, 24th and 26th Amendments, and the Voting Rights Act of 1965.

Review **SS.5.CG.2.6:** Explain symbols and documents that represent the United States.

Benchmark Clarifications/Success Criteria:

- Students will recognize the Great Seal of the United States and the Star-Spangled Banner as symbols that represent the United States.
- Students will recognize the U.S. Constitution (specifically the Bill of Rights) and the Emancipation Proclamation as documents that represent the United States.

SS.5.CG.2.4: Evaluate the importance of civic duties and responsibilities to the preservation of the United States' constitutional republic.

Benchmark Clarifications/Success Criteria:

- Students will explain what it means for the United States to be a constitutional republic.
- Students will identify duties (e.g., obeying the law, paying taxes, serving on a jury) and responsibilities (e.g., voting, keeping informed on public issues) that citizens are expected to fulfill.
- Students will explain what could happen to the United States if citizens did not fulfill their civic duties and responsibilities.

SS.5.CG.3.5: Explain how the U.S. Constitution influenced the Florida Constitution.

Benchmark Clarifications/Success Criteria:

- Students will identify the purpose of a constitution (e.g., provides a framework for government, limits government authority, protects the rights of the people).
- Students will recognize the basic outline of the U.S. and Florida Constitutions (both have articles, amendments and preambles).

SS.5.CG.3.6: Explain the relationship between the state and national governments.

Benchmark Clarifications/Success Criteria:

- Students will define federalism as it applies to the United States.
- Students will provide examples of powers granted to the national government and those reserved to the states.
- Students will provide examples of cooperation between the U.S. and Florida governments.

SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

Social Studies Unit 8: Geography

Benchmarks/Learning Target

SS.5.G.2.1: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.

SS.5.G.3.1: Describe the impact that past natural events have had on human and physical environments in the United States through 1850.

Remarks:

An example is the harsh winter in Jamestown.

ELA & Math Benchmarks Taught Throughout the Year

ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently.
ELA.K12.EE.3.1:	Make inferences to support comprehension.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing.
MA.K12.MTR.1.1:	Actively participate in effortful learning both individually and collectively.
MA.K12.MTR.2.1	Demonstrate understanding by representing problems in multiple ways.
MA.K12.MTR.3.1:	Complete tasks with mathematical fluency.
MA.K12.MTR.4.1	Engage in discussions that reflect on the mathematical thinking of self and others.
MA.K12.MTR.5.1	Use patterns and structure to help understand and connect mathematical concepts.
MA.K12.MTR.6.1	Assess the reasonableness of solutions.
MA.K12.MTR.7.1	Apply mathematics to real-world contexts.