<table>
<thead>
<tr>
<th>Topics &amp; Standards</th>
<th>History</th>
<th>Geography</th>
<th>Government</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>1. Multiple-tier timelines can be used to show relationships among events and places.</td>
<td>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps. 5. Latitude and longitude can be used to make observations about location and generalizations about climate 6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</td>
<td>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</td>
<td>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</td>
</tr>
</tbody>
</table>
## 5th Grade Social Studies Mapping/Pacing Guide 2016-2017

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Curriculum Units &amp; Assessment (Evidence)</th>
<th>Opportunities for integration</th>
<th>Resources (Curriculum or Textbook)</th>
<th>Technology and Differentiated Learning</th>
</tr>
</thead>
</table>
| Map and Globe Skills | **UBD Framework**  
Unit: ____________  
Formative/Summative Assessments  
- 3-5 tasks that reach DOK 3-4 AND/OR  
- 2-3 FATPS/RAFTS  
- At least 1 GRASP per quarter  
- At least 1 Common Short Cycle per quarter  
*Assessments located within unit  
McGraw-Hill Assessment Resources  
- Review and Assess  
- Social Studies Test Prep  
- Check Understanding  
- Unit Review  
- Big Idea Review  
**Language Arts/Writing**  
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  
**McGraw-Hill Text Literacy Resources**  
Leveled Reader Search  
CCSS Reading Informational Text  
Curriculum Connection  
Reading Skills  
McGraw Hill Ohio-Western Studies  
(Unit 0-Lesson 1, Unit 1, Unit 4)  
**Discovery Education**  
Defined Stem  
**www.earth.google.com**  
(interactive map site)  
**www.connected.mcgraw-hill.com**  
**http://timeline.thinkport.org**  
(constructing online timelines)  
**www.discoveryeducation.com**  
(daily videos and current events)  
**www.definedstem.com**  
(GRASPS-Project based Learning)  
**Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”** |
| Timelines | 3 Weeks |
| Chart and Graph Skills | **UBD Framework**  
Unit: ____________  
Formative/Summative Assessments  
- 3-5 tasks that reach DOK 3-4 AND/OR  
- 2-3 FATPS/RAFTS  
- At least 1 GRASP per quarter  
**Language Arts/Writing**  
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
**McGraw-Hill Text Literacy Resources**  
McGraw Hill Ohio-Western Studies  
(Unit 0-Lesson 1)  
**Discovery Education**  
Defined Stem  
**www.connected.mcgraw-hill.com**  
**www.discoveryeducation.com**  
(daily videos and current events)  
**www.definedstem.com**  
(GRASPS-Project based Learning)  
**Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”** |
| Diagrams and Data Graphics | 3 Weeks  
**UBD Framework**  
Unit: ____________  
Formative/Summative Assessments  
- 3-5 tasks that reach DOK 3-4 AND/OR  
- 2-3 FATPS/RAFTS  
- At least 1 GRASP per quarter  
**McGraw-Hill Text Literacy Resources**  
McGraw Hill Ohio-Western Studies  
(Unit 0-Lesson 1)  
**Discovery Education**  
Defined Stem  
**www.connected.mcgraw-hill.com**  
**www.discoveryeducation.com**  
(daily videos and current events)  
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### 5th Grade Social Studies Mapping/Pacing Guide
#### 2016-2017

<table>
<thead>
<tr>
<th>Primary Sources and Citizenship</th>
<th>UBD Framework</th>
<th>Language Arts/Writing</th>
<th>McGraw Hill Ohio-Western Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 weeks</td>
<td>Unit: ____________</td>
<td>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td>(Introduction, Unit 2-Lesson 2-3)</td>
</tr>
<tr>
<td></td>
<td><strong>Formative/Summative Assessments</strong></td>
<td>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Discovery Education</td>
</tr>
<tr>
<td></td>
<td>• 3-5 tasks that reach DOK 3-4 AND/OR</td>
<td>McGraw-Hill Text Literacy Resources</td>
<td>Defined Stem</td>
</tr>
<tr>
<td></td>
<td>• 2-3 FATPS/RAFTS</td>
<td>Leveled Reader Search</td>
<td>“Historian-Shipwreck”</td>
</tr>
<tr>
<td></td>
<td>• At least 1 GRASP per quarter</td>
<td>CCSS Reading Informational Text</td>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></td>
</tr>
<tr>
<td></td>
<td>• At least 1 Common Short Cycle per quarter</td>
<td>Curriculum Connection</td>
<td><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></td>
</tr>
<tr>
<td></td>
<td>*Assessments located within unit</td>
<td>Reading Skills</td>
<td>(daily videos and current events)</td>
</tr>
<tr>
<td></td>
<td><strong>McGraw-Hill Assessment Resources</strong></td>
<td></td>
<td><a href="http://www.definedstem.com">www.definedstem.com</a></td>
</tr>
<tr>
<td></td>
<td>• Review and Assess</td>
<td></td>
<td>(GRASPS-Project based Learning)</td>
</tr>
<tr>
<td></td>
<td>• Social Studies Test Prep</td>
<td></td>
<td><a href="http://sheg.stanford.edu/">http://sheg.stanford.edu/</a> (Thinking Like A Historian, primary sources)</td>
</tr>
<tr>
<td></td>
<td>• Check Understanding</td>
<td></td>
<td>Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</td>
</tr>
<tr>
<td></td>
<td>• Unit Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topics &amp; Standards</td>
<td>History</td>
<td>Geography</td>
<td>Government</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Quarter 2</td>
<td>1. Multiple-tier timelines can be used to show relationships among events and places.</td>
<td>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</td>
<td>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</td>
</tr>
<tr>
<td>Early Indian Civilizations</td>
<td>2. Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</td>
<td>5. Latitude and longitude can be used to make observations about location and generalizations about climate</td>
<td></td>
</tr>
<tr>
<td>Cultural Groups of North and South America</td>
<td></td>
<td>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</td>
<td></td>
</tr>
<tr>
<td>Human Geography of the Western Hemisphere</td>
<td></td>
<td>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</td>
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</tr>
</tbody>
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# 5th Grade Social Studies Mapping/Pacing Guide 2016-2017

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Curriculum Units &amp; Assessment (Evidence)</th>
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<th>Resources (Curriculum or Textbook)</th>
<th>Technology and Differentiated Learning</th>
</tr>
</thead>
</table>
| Early Indian Civilizations 4 Weeks | **UBD Framework**
Unit: ____________
**Formative/Summative Assessments**
- 3-5 tasks that reach DOK 3-4 AND/OR
- 2-3 FATPS/RAFTS
- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter
*Assessments located within unit McGraw-Hill Assessment Resources
- Review and Assess
- Social Studies Test Prep
- Check Understanding
- Unit Review
- Big Idea Review | **Language Arts/Writing**
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
WHST.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
**McGraw-Hill Text Literacy Resources**
Leveled Reader Search
CCSS Reading Informational Text
Curriculum Connection
Reading Skills | McGraw Hill Ohio-Western Studies
(Unit 0-Lesson 1-5)
Discovery Education
Defined Stem | [www.earth.google.com](http://www.earth.google.com) (interactive map site)
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)
[www.discoveryeducation.com](http://www.discoveryeducation.com) (daily videos and current events)
[www.definedstem.com](http://www.definedstem.com) (GRASPS-Project based Learning)
Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.” |
| Cultural Groups of North and South America | **UBD Framework**
Unit: ____________
**Formative/Summative Assessments**
- 3-5 tasks that reach DOK 3-4 AND/OR
- 2-3 FATPS/RAFTS
- At least 1 GRASP per quarter | **Language Arts/Writing**
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | McGraw Hill Ohio-Western Studies
(Unit 2-Lesson 4-6
Unit 5, Unit 6)
[www.discoveryeducation.com](http://www.discoveryeducation.com) |
<table>
<thead>
<tr>
<th>3 Weeks</th>
<th>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</th>
<th>Defined Stem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At least 1 Common Short Cycle per quarter</strong>&lt;br&gt;<em>Assessments located within unit McGraw-Hill Assessment Resources</em>&lt;br&gt;- Review and Assess&lt;br&gt;- Social Studies Test Prep&lt;br&gt;- Check Understanding&lt;br&gt;- Unit Review&lt;br&gt;- Big Idea Review</td>
<td></td>
<td><a href="http://www.definedstem.com">www.definedstem.com</a>&lt;br&gt;(GRASPS-Project based Learning)</td>
</tr>
<tr>
<td><strong>Human Geography of the Western Hemisphere</strong>&lt;br&gt;2 weeks</td>
<td><strong>Language Arts/Writing</strong>&lt;br&gt;RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
<td>McGraw Hill Ohio-Western Studies (Unit 3-4)</td>
</tr>
<tr>
<td><strong>UBD Framework</strong>&lt;br&gt;Unit: ____________&lt;br&gt;<strong>Formative/Summative Assessments</strong>&lt;br&gt;- 3-5 tasks that reach DOK 3-4 AND/OR&lt;br&gt;- 2-3 FATPS/RAFTS&lt;br&gt;- At least 1 GRASP per quarter&lt;br&gt;- At least 1 Common Short Cycle per quarter&lt;br&gt;<em>Assessments located within unit McGraw-Hill Assessment Resources</em>&lt;br&gt;- Review and Assess&lt;br&gt;- Social Studies Test Prep&lt;br&gt;- Check Understanding&lt;br&gt;- Unit Review&lt;br&gt;- Big Idea Review</td>
<td></td>
<td><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>&lt;br&gt;<a href="http://www.pbs.org/wgbh/nova/longitude/find.html">http://www.pbs.org/wgbh/nova/longitude/find.html</a></td>
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<td><strong>McGraw-Hill Text Literacy Resources</strong>&lt;br&gt;Leveled Reader Search&lt;br&gt;CCSS Reading Informational Text&lt;br&gt;Curriculum Connection&lt;br&gt;Reading Skills</td>
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<td></td>
</tr>
</tbody>
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### 5th Grade Social Studies Mapping/Pacing Guide  
#### 2016-2017

<table>
<thead>
<tr>
<th>Topics &amp; Standards</th>
<th>History</th>
<th>Geography</th>
<th>Government</th>
<th>Economics</th>
</tr>
</thead>
</table>
| **Quarter 3** | 1. Multiple-tier timelines can be used to show relationships among events and places.  
2. Early Indian civilizations (Maya, Inca, Aztec, and Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.  
3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today. | 4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.  
5. Latitude and longitude can be used to make observations about location and generalizations about climate  
6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).  
7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.  
8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.  
9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.  
10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food. | 11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information. | 13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data. |

*Content Statements 1, 4, 5, 6, 11, and 13 are skill standards that should be incorporated into each unit during the quarter.*
# European Colonization

**Time Frame:** 4 Weeks  
**UBD Framework**<br>Unit: European Explorers  
**Formative/Summative Assessments**  
- 3-5 tasks that reach DOK 3-4 AND/OR  
- 2-3 FATPS/RAFTS  
- At least 1 GRASP per quarter  
- At least 1 Common Short Cycle per quarter  
*Assessments located within unit  
**McGraw-Hill Assessment Resources**  
- Review and Assess  
- Social Studies Test Prep  
- Check Understanding  
- Unit Review  
- Big Idea Review  
**Language Arts/Writing**  
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  
**McGraw-Hill Text Literacy Resources**  
Leveled Reader Search  
CCSS Reading Informational Text  
Curriculum Connection  
Reading Skills  
**McGraw Hill Ohio-Western Studies**<br>(Unit 5)  
**Discovery Education**<br>Defined Stem  
**Technology and Differentiated Learning**  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)  
[http://edsitement.neh.gov](http://edsitement.neh.gov) (lesson plans, activities, resources)  
[www.discoveryeducation.com](http://www.discoveryeducation.com) (daily videos and current events)  
[www.definedstem.com](http://www.definedstem.com) (GRASPS-Project based Learning)  
Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”

# Cultural Diversity

**Time Frame:** 3 Weeks  
**UBD Framework**<br>Unit: ____________  
**Formative/Summative Assessments**<br>  
**Language Arts/Writing**  
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
**McGraw Hill Ohio-Western Studies**  
**Technology and Differentiated Learning**  
[www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)
# 5th Grade Social Studies Mapping/Pacing Guide 2016-2017

<table>
<thead>
<tr>
<th>Movement of People, Products and Ideas</th>
<th>UBD Framework</th>
<th>Language Arts/Writing</th>
<th>McGraw Hill Ohio-Western Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks</td>
<td><strong>Unit: __________</strong></td>
<td>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td><strong>(Unit 4-Lesson 2-5)</strong></td>
</tr>
<tr>
<td><strong>Formative/Summative Assessments</strong></td>
<td></td>
<td><strong>McGraw-Hill Text Literacy Resources</strong></td>
<td><strong><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></strong></td>
</tr>
<tr>
<td>• 2-3 tasks that reach DOK 3-4 AND/OR</td>
<td></td>
<td>Leveled Reader Search</td>
<td><strong><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></strong></td>
</tr>
<tr>
<td>• 1-2 FATPS/RAFTS</td>
<td></td>
<td>CCSS Reading Informational Text</td>
<td>(daily videos and current events)</td>
</tr>
<tr>
<td>• At least 1 GRASP per quarter</td>
<td></td>
<td>Curriculum Connection</td>
<td><strong><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></strong></td>
</tr>
<tr>
<td>• At least 1 Common Short Cycle per quarter</td>
<td></td>
<td>Reading Skills</td>
<td>(GRASPS-Project based Learning)</td>
</tr>
<tr>
<td>*Assessments located within unit</td>
<td></td>
<td></td>
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<tr>
<td><strong>McGraw-Hill Assessment Resources</strong></td>
<td></td>
<td></td>
<td><strong><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></strong></td>
</tr>
<tr>
<td>• Review and Assess</td>
<td></td>
<td></td>
<td>(daily videos and current events)</td>
</tr>
<tr>
<td>• Social Studies Test Prep</td>
<td></td>
<td></td>
<td><strong><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></strong></td>
</tr>
<tr>
<td>• Check Understanding</td>
<td></td>
<td></td>
<td>(GRASPS-Project based Learning)</td>
</tr>
</tbody>
</table>

**McGraw-Hill Text Literacy Resources**
Leveled Reader Search
CCSS Reading Informational Text
Curriculum Connection
Reading Skills

**RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**

**WHST.6-8.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.**

**Assessments located within unit**

McGraw-Hill Assessment Resources
Review and Assess
Social Studies Test Prep
Check Understanding

**McGraw Hill Text Literacy Resources**
Leveled Reader Search
CCSS Reading Informational Text
Curriculum Connection
Reading Skills

**Discovery Education**

**Defined Stem**

**Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”**
### Quarter 4

#### Topics & Standards

<table>
<thead>
<tr>
<th><strong>Topics &amp; Standards</strong></th>
<th><strong>History</strong></th>
<th><strong>Geography</strong></th>
<th><strong>Government</strong></th>
<th><strong>Economics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quarter 4</strong></td>
<td>1. Multiple-tier timelines can be used to show relationships among events and places.</td>
<td>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</td>
<td>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</td>
<td>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data</td>
</tr>
<tr>
<td><strong>Government and Economics</strong></td>
<td>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</td>
<td>5. Latitude and longitude can be used to make observations about location and generalizations about climate</td>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</td>
<td>14. The choices people make have both present and future consequences</td>
</tr>
<tr>
<td></td>
<td>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</td>
<td>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</td>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</td>
<td>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade</td>
</tr>
<tr>
<td></td>
<td>14. The choices people make have both present and future consequences</td>
<td>16. The availability of productive resources and the division of labor impact productive capacity</td>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</td>
<td>16. The availability of productive resources and the division of labor impact productive capacity</td>
</tr>
<tr>
<td></td>
<td>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade</td>
<td>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</td>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</td>
<td>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</td>
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<tr>
<td></td>
<td>16. The availability of productive resources and the division of labor impact productive capacity</td>
<td>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences,</td>
<td>12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens</td>
<td>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences,</td>
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*Content Statements 1, 4, 5, 6, 11, and 13 are skill standards that should be incorporated into each unit during the quarter.*
## 5th Grade Social Studies Mapping/Pacing Guide 2016-2017

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Curriculum Units &amp; Assessment (Evidence)</th>
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<th>Resources (Curriculum or Textbook)</th>
<th>Technology and Differentiated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Types of Government</strong></td>
<td><strong>UBD Framework</strong>&lt;br&gt;Unit: ______________</td>
<td><strong>Language Arts/Writing</strong>&lt;br&gt;W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
<td>McGraw Hill&lt;br&gt;Ohio-Western Studies&lt;br&gt;(Unit 2-Lesson 3-4&lt;br&gt;Unit 5-Lesson 4-5)&lt;br&gt;<strong>McGraw-Hill Text Literacy Resources</strong>&lt;br&gt;Leveled Reader Search&lt;br&gt;CCSS Reading Informational Text&lt;br&gt;Curriculum Connection&lt;br&gt;Reading Skills</td>
<td><strong><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></strong>&lt;br&gt;<strong><a href="http://nces.ed.gov/nceskids/createagraph/">http://nces.ed.gov/nceskids/createagraph/</a></strong>&lt;br&gt; (Informational site, data, graphs)&lt;br&gt;<strong><a href="http://www.cia.gov">www.cia.gov</a></strong>&lt;br&gt; (Informational site, news, library links)&lt;br&gt;<strong><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></strong>&lt;br&gt; (daily videos and current events)&lt;br&gt;<strong><a href="http://www.definedstem.com">www.definedstem.com</a></strong>&lt;br&gt; (GRASPS-Project based Learning)&lt;br&gt;Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”</td>
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<td><strong>3 Weeks</strong></td>
<td><strong>Formative/Summative Assessments</strong>&lt;br&gt;- 3-5 tasks that reach DOK 3-4 AND/OR&lt;br&gt;- 2-3 FATPS/RAFTS&lt;br&gt;- At least 1 GRASP per quarter&lt;br&gt;- At least 1 Common Short Cycle per quarter&lt;br&gt;*Assessments located within unit&lt;br&gt;<strong>McGraw-Hill Assessment Resources</strong>&lt;br&gt;- Review and Assess&lt;br&gt;- Social Studies Test Prep&lt;br&gt;- Check Understanding&lt;br&gt;- Unit Review&lt;br&gt;- Big Idea Review</td>
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<td><strong>Economic Decision</strong></td>
<td><strong>UBD Framework</strong>&lt;br&gt;Unit: ______________</td>
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<td>McGraw Hill</td>
<td><strong><a href="https://www.youtube.com/watch?v=7IPMoyzDiNo">https://www.youtube.com/watch?v=7IPMoyzDiNo</a></strong></td>
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<td>3-5 tasks that reach DOK 3-4 AND/OR</td>
<td>W.5.9B Apply grade 5 Reading standards to informational texts (e.g., &quot;Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]&quot;).</td>
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<td>At least 1 Common Short Cycle per quarter</td>
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### McGraw-Hill Text Literacy Resources
- **Leveled Reader Search**
- **CCSS Reading Informational Text Curriculum Connection**
- **Reading Skills**

### Ohio-Western Studies
- **Discovery Education**
- **Defined Stem**

### Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”
5th Grade Social Studies Mapping/Pacing Guide  
2016-2017

- At least 1 GRASP per quarter
- At least 1 Common Short Cycle per quarter
*Assessments located within unit

McGraw-Hill Assessment Resources
- Review and Assess
- Social Studies Test Prep
- Check Understanding
- Unit Review
- Big Idea Review

www.definedstem.com  
(GRASPS-Project based Learning)

Differentiated Instruction and ELL support listed in TM for each lesson as well as in online resources under “Words to Know.”