

EdgED CONSULTING

The Edge in Education

District: Merrillville Community School Corporation						
Grade: 5						
Subject: Social Studies					Trimester: 1st	
Standard/Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Resources
Month: August-September						
5.3.3 5.3.1 5.3.2 5.3.5 5.3.6 5.3.7	Geography	*I can use the US map to locate states, capitals, and major waterways *I can locate lines of latitude and longitude on a map. *I can identify and describe cultural and physical regions of the US. *I can locate the continental divide. *I can describe the characteristics of climate regions of the US. *I can identify major sources of fresh water.	-intersecting -relative location -absolute locations -contiguous -territory -navigate -tributary -canyon	3 weeks	Unit 1 Assessment	-United States History textbook -region maps -Globe -Flocabulary States/Capitals https://www.flocabulary.com/unit/50-states-capitals/ Regions https://www.flocabulary.com/unit/regions-of-the-us/ Longitude/Latitude https://www.flocabulary.com/unit/longitude-and-latitude/
Remediation/Enrichment	Timeline			Activities		Assessment

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Month: September-October	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
5.1.1 5.1.2 5.1.3	History	*I can identify cultures and settlements that existed in N.America prior to contact with	-culture -civilization -slavery -empire -irrigation -kachina	3 weeks	Unit 2 Assessment		United States History textbook Flocabulary Navajo:

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

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						n a l S t r a t e g i e s	
5.1.4 5.1.5 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>https://betterlesson.com/community/lesson/29923/age-of-exploration-how-europeans-came-to-the-new-world</p>

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		Indians and colonists. *I can explain cooperation and conflict between Native American Indians and colonists.				
Remediation/Enrichment	Timeline			Activities		Assessment

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

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

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

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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>m/unit/us-constitution/video/</p> <p>Bill of Rights</p> <p>https://www.flocabulary.com/unit/bill-of-rights/</p>
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		responsibility, individual rights and the common good.					
Remediation/Enrichment	Timeline			Activities		Assessment	

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) 5.1.1-5.1.4	Native Americans	*I can identify and describe early North American cultures.		1 month of review			To be determined -Native Americans http://mrnuusb.aum.com/nativeamericans/
5.1.5-5.1.8	Colonial America	*I can understand the colonization of Europeans. *I can understand					13 Colonies

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

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

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

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Remediation/Enrichment	Timeline			Activities		Assessment	
Month:	Concept	Skill		Suggested Timeline	Assessment	Instructional Strategies	Resources
Remediation/Enrichment	Timeline			Activities		Assessment	