

**SAS Pacing Guide (Sept. 2017 – June 2018 )**

**Grade: 5**

**Subject: Social Studies**

Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
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Diocesan Social Studies Pacing Guide - Social Studies 2017 - 2018

Pacing	Essential Standard	Unit Topic	Student Target Outcomes	Focus Topic/Skills	Assessment	Resources	Catholic Identity
Sept.	5.4 (5.4 a-c) standard 3 - geography	Geography in the Western Hemisphere	<p align="center"><b>SWBAT:</b></p> 1. Describe the relative location of the 5 regions of the United States, Canada, and Latin America and use longitude and latitude to determine exact location. 2. Map regions within the Western Hemisphere and locate physical features within each region. 3. Create, read and use a variety of maps of the Western Hemisphere.	1. Important vocabulary relative to the geography of the Western Hemisphere including but not limited to landform regions, bodies of water, climate, vegetation, population density, and resource distribution. 2. How modern communities have modified the physical environment. 3. Stewardship	Formal assessments, formative assessments (examples - give one - get one, think - pair share, round robin activities, exit tickets), and Design Brief - Be a good steward - adapted to topics presented in class.	Social Studies Text	Taking care of the Earth, protecting the people and the planet, and positively building up the kingdom of God. By the end of grade 5, the learner will understand that we are made to positively build up the kingdom of

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							God. How did indigenous people approach the earth?
	5.5 Standards1, 2 Themes: ID,MOV, SOC	Comparative Cultures -	<p><b>SWBAT:</b></p> <ol style="list-style-type: none"> <li>1. Explain how the countries of the Western Hemisphere are diverse, and how the cultures of these countries are rich and varied.</li> <li>2. Explain how, due to their close proximity, the countries of the Western Hemisphere share some of the same concerns and issues.</li> </ol>	<p>The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from different countries:</p> <ul style="list-style-type: none"> <li>- Students will - Explore key cultural characteristics such as the languages, religions, and contributions of the United States, Canada, Mexico, and one Caribbean or one South American country.</li> <li>- Compare and contrast key cultural characteristics and contributions associated with the U.S. with those associated with Canada, Mexico and a country in either South America or</li> </ul>	Formal assessments, formative assessments (examples - give one - get one, think - pair share, round robin activities, exit tickets), Google slides presentation that explores the languages, religions and contributions of two countries in the Western hemisphere and oral presentation to the class, and	Social Studies text, chrome books, school approved websites.	Solidarity- We are one human family, even of we are different. We need to get along together. Solidarity means not fighting and helping others. We should love our neighbors all over the world. By the end of

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				<p>the Caribbean. Countries in the Western Hemisphere face a variety of concerns and issues specific to the region:</p> <ul style="list-style-type: none"> <li>- Students will investigate a current issue that two or more Western Hemisphere countries are facing together. They may include, but are not limited to: environmental issues, immigration or trade.</li> </ul>	<p>oral, written or artistic presentation that investigates current issues of a country located in the Western Hemisphere.</p>		<p>5th grade, the learner will understand the we are created in God’s image and likeness and that we are obligated to respect the image and likeness of God found in each person, and to live peacefully with others. They will learn about other religions of the world and realize</p>

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							that we are called to live a life of service. How did Catholicism embrace Ancient practices?
	5.6 Standard:5 Themes: GOV, CIV	Government	SWBAT: Explain how the political systems of the Western Hemisphere vary in structure and organization across time and place.	Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere. <ul style="list-style-type: none"> <li>- Students will examine the basic structure of the United States federal government including the president, congress and the courts.</li> <li>- Examine the foundational documents of the U.S. government for evidence of the country’s beliefs, values, and principles.</li> <li>- Compare and contrast the government of the U.S.</li> </ul>	Formal assessments, formative assessments (examples - give one - get one, think - pair share, round robin activities, exit tickets), research papers that examine the foundational documents of the U.S for evidence of the country’s beliefs, values and principles,	Social Studies text, chrome books, school approved websites, documents such as: The Declaration of Independence, U.S. Constitution , Canadian and American Bill of Rights, and the British North	Rights and Responsibilities- People need food, clothing, a house, and to be able to go to school. We have a right to these things. Sometimes people in our community lack these

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				<p>with those of Canada, Mexico, and one Caribbean or South American country.</p> <p>Legal, political and historic documents define the values, beliefs and principles of a constitutional democracy.</p> <ul style="list-style-type: none"> <li>- Students will examine the political documents of the U.S. and Canada in terms of key values, beliefs, and principles of a constitutional democracy.</li> </ul> <p>Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights, and sovereignty.</p> <ul style="list-style-type: none"> <li>- Students will examine a group of people who have struggled or are struggling for equality, and civil rights or sovereignty.</li> </ul> <p><i>Multinational and nongovernmental</i> organizations in the Western Hemisphere seek</p>	<p>creating a “mock” organization that promotes peace, cooperation and cultural understanding.</p> <p>Complete the design brief - Feed the Hungry (can be used across the curriculum in religion class).</p>	<p>American Act, biographies of Native Americans, African Americans, women and other cultural, ethnic or racial minority struggling for equality and civil rights.</p>	<p>things. We should help them. By the end of 5th grade, the learner will participate in a series of grade appropriate service projects, and know that we have a duty to care for and respect the rights of others.</p> <p>Read the 1<sup>st</sup> Amendment, what does it guarantee us as American</p>

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				<p>to encourage cooperation between nations, protect human rights, support economic development, and provide assistance in challenging situations.</p> <ul style="list-style-type: none"> <li>- Students will examine organizations that promote cooperation, peace, and cultural understanding.</li> </ul>			Citizens?
	<p>5.7 Standards: 1,2,3,4 Themes: TCC, GEO, ECO, EXCH</p>	Economics	<p>SWBAT to explain how the peoples of the Western Hemisphere have developed various ways to meet their needs and wants.</p>	<p>Different types of economic systems have developed across time and space in the Western Hemisphere. These economic systems including traditional, market, and command, address the three economic questions: what will be produced, how will it be produced, and who will get what os produced?</p> <ul style="list-style-type: none"> <li>- Students will explore the characteristics of a traditional economy ised by the Plains Indians, the market economy of the United States or Canada, and the command</li> </ul>	<p>Formal assessments, formative assessments (examples - give one - get one, think - pair share, round robin activities, exit tickets), appropriate projects including STREAM design briefs.</p>	<p>Social Studies text, chrome books, school approved websites, documents that deal with the rights of workers.</p>	<p>The Dignity of Work and the Rights of Workers</p> <p>People need to work to make a living. Their work should make them happy. It should be safe. They</p>

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				<p>economy of Cuba, noting similarities and differences.</p> <p>Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</p> <ul style="list-style-type: none"> <li>- Students will identify major natural resources of the U.S., Canada, Mexico and one Caribbean or South American country to determine the major industries of those countries in relation to available resources.</li> <li>- Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets.</li> </ul> <p>Countries will trade with other countries to meet economic needs and wants.</p> <ul style="list-style-type: none"> <li>- Students will examine</li> </ul>			<p>should make enough money to buy what they need to live a decent life. We should make sure all worked are protected.</p> <p>By the completion of Grade Five, the learner will: know that we have a duty to care for and respect the rights of others.</p> <p>How does work give</p>

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				the products that are imported into markets within the U.S. based on demand for these products, noting how this affects the U.S. economy. - Students will examine the products that are exported from the U.S. to other markets within the Western Hemisphere, noting how this affects the U.S. economy.			us dignity? How do we honor the Sabbath?  How does the Church respond to migration?