

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: Fifth Grade

Subject: Social Studies

Adoption Date: 4/1/14

Revision Date: November 2021

	MP1	MP2	MP3	MP4
Scope and Sequence	1. How did hunter/ gatherers manage to survive? (2 weeks)  2. How did the agricultural revolution change human society? (2 weeks)  3. Why do we study archeology? (1 week)  4. What are the characteristics of Mesopotamia? (3 weeks)	1. Why would we refer to Mesopotamia as the “Cradle of Civilization”? (2 weeks)  2. How did geography and natural resources influence the development of Egyptian Civilization? (3 weeks)  3. How did religious beliefs shape the government and culture in ancient Egypt? (2 weeks)  4. How do we use the knowledge and discoveries of the ancient civilizations today? (2 weeks)	1. How does the study of the history and religious beliefs of the Hebrews help us understand religion and society in modern times? (2 weeks)  2. How did the Greek culture develop and spread? (4 weeks)  3. How have contributions made by the Greeks during their “Golden Age” been maintained? (3 weeks)	1. How did Romans live? (2 weeks)  2. How has modern civilization been influenced by the Romans? (3 weeks)  3. What role did war play in classical civilizations? (3 weeks)
Instructional Materials	<ul style="list-style-type: none"> <li>● Human Heritage: A World History, 2001</li> <li>● Website: <a href="http://www.smm.org/catal">www.smm.org/catal</a></li> <li>● National Geographic</li> <li>● Nonfiction Articles</li> <li>● Brainpop Videos</li> <li>● Discovery Education – United Streaming</li> </ul>	<ul style="list-style-type: none"> <li>● Human Heritage: A World History, 2001</li> <li>● National Geographic</li> <li>● Nonfiction Articles</li> <li>● Brainpop Videos</li> <li>● Discovery Education – United Streaming</li> <li>● Mummies of the Pharaohs: Scholastic,</li> </ul>	<ul style="list-style-type: none"> <li>● Human Heritage: A World History, 2001</li> <li>● National Geographic</li> <li>● Nonfiction Articles</li> <li>● Brainpop Videos</li> <li>● Discovery Education – United Streaming</li> <li>● Maps of Ancient Regions</li> </ul>	<ul style="list-style-type: none"> <li>● Human Heritage: A World History, 2001</li> <li>● National Geographic</li> <li>● Nonfiction Articles</li> <li>● Brainpop Videos</li> <li>● Discovery Education – United Streaming</li> <li>● Maps of Ancient Regions</li> </ul>

	<ul style="list-style-type: none"> <li>• Maps of Ancient Regions</li> <li>• Cave Painting/Mural Powerpoint</li> <li>• Additional Library Resources</li> </ul>	<p>2001</p> <ul style="list-style-type: none"> <li>• Pymarids: Scholastic, 2000</li> <li>• Maps of Ancient Regions</li> <li>• Website: <a href="https://usborne.com/us/quicklinks">https://usborne.com/us/quicklinks</a></li> <li>• Additional Library Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Website: _____</li> <li>• Additional Library Resources</li> <li>• The Ancient World: History of Civilization Teacher Created Resources, 2005</li> <li>• Ancient Greece: A Comprehensive Resource for the Study of Ancient Greece: World Teacher's Press, 2001</li> <li>• The Story of the Greeks by HA Guerber</li> </ul>	<ul style="list-style-type: none"> <li>• Website: <a href="http://www.usbornequicklinks.com">www.usbornequicklinks.com</a></li> <li>• Additional Library Resources</li> <li>• The Art of War by Sun Tzu</li> <li>• Romans by HA Guerber</li> <li>• Drawing History: Ancient Rome; Teacher's Press</li> <li>• Ancient Rome: A Comprehensive Resource for the Study of Ancient Rome: World Teacher's Press, 2001</li> </ul>
Activities	<p><b>One:</b> In groups, students will research food, shelter, language, fire, tool, and clothing of hunter gatherers.</p> <p><b>Two:</b> Groups will present research and pictures.</p> <p>*Students will view and discuss various cave paintings and murals, and outline connections to early man.</p> <p><b>Three:</b> Compare and contrast various elements of hunter gather and agrarian societies (e.g. social hierarchy, dwellings, diet, etc)</p> <p><b>Four:</b> Students will create a poster representing a sample Paleolithic and Neolithic meal. Describe what is in each.</p>	<p><b>One:</b> Locate on map the area of Mesopotamia; draw and color representation of the "Fertile Crescent". Compare area with modern day.</p> <p><b>Two:</b> Describe and draw a ziggurat. Create an image of a god representing a force of nature and write a short incantation.</p> <p><b>Three:</b> Compare and contrast Hammurabi's Laws to those of today.</p> <p><b>Four:</b> Write a journal entry describing a day in the life of a slave in an Ancient River Valley.</p> <p><b>Five:</b> Look at two forms of writing, cuneiform and</p>	<p><b>One:</b> Using a Venn diagram, compare and contrast the legend of Gilgamesh to the Bible's description of Noah's Ark.</p> <p><b>Two:</b> In small groups, use Moses' Ten Commandments to compare them to American law today.</p> <p><b>Three:</b> Examine and discuss ways in which the history of the Hebrews has affected modern politics in the Middle East.</p> <p><b>Four:</b> In small groups, examine elements of a Greek citystate (e.g. social status, agoras, roles of men and women, etc)</p>	<p><b>One:</b> Write two journal entries, one for a wealthy Roman and a poor Roman. Describe what daily life is like for each.</p> <p><b>Two:</b> Recreate a calendar using Roman Numerals and Roman names.</p> <p><b>Three:</b> In small groups, students will use an atlas and write modern names of conquered countries in the Roman Empire next to their ancient names.</p> <p><b>Four:</b> Write an essay comparing the early gladiatorial events to modern day sports events.</p> <p><b>Five:</b> Write an essay that</p>

	<p><b>Five:</b> Students will take a virtual tour of the archeological dig site, Catalhoyuk. Groups will pick one artifact and present research about it.</p> <p><b>Six:</b> Students will research a current archeological dig site in different states and present research and discoveries. landforms that made Egypt a great place to settle.</p> <p><b>Seven:</b> Outline major elements of Egyptian religion and make connections to daily life.</p> <p><b>Eight:</b> Write daily journal entries of a Pharaoh, describing duties, responsibilities, and goals.</p>	<p>hieroglyphics. Analyze how this writing impacted life.</p> <p><b>Six:</b> Identify geographical landforms that made Egypt a great place to settle.</p> <p><b>Seven:</b> Outline major elements of Egyptian religion and make connections to daily life.</p> <p><b>Eight:</b> Write journal entries of a Pharaoh, describing duties, responsibilities, and goals.</p> <p><b>Nine:</b> Analyze and discuss King Tutankhamen. Game: "Was King Tut Murdered?"</p> <p><b>Ten:</b> Illustrate and analyze a list of the significant contributions from Ancient</p>	<p><b>Five:</b> Use a comic strip format to show differences between the city states of Sparta and Athens.</p> <p><b>Six:</b> In small groups, identify similar and different elements of the first Greek Constitution to the U.S. Constitution today.</p> <p><b>Seven:</b> In PowerPoint format, compare and contrast the modern Olympics to the traditions of early Greece.</p> <p><b>Eight:</b> Write an essay that discusses the contributions of the Greeks to modern day society. (e.g. Olympics, mathematics, philosophy, art, etc)</p>	<p>discusses the contributions of the Romans to modern day society.</p> <p><b>Six:</b> Design a poster, including a drawing of a soldier in uniform, recruiting boys to join the Roman Army.</p> <p><b>Seven:</b> Write a letter home from a soldier crossing the Alps with Hannibal's Army.</p> <p><b>Eight:</b> Students will research the different military strategies of the Romans and ancient Chinese and will write an essay comparing and contrasting these.</p>
Standards	<p>6.2.8.A.1.a</p> <p>6.2.8.B.1.b</p> <p>6.2.8.D.1.b</p> <p>6.2.8.C.1.a</p> <p>6.2.8.C.1.b</p>	<p>6.2.8.A.2.b</p> <p>6.2.8.A.2.c</p> <p>6.2.8.B.2.a</p> <p>6.2.8.B.2.b</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.2.a</p> <p>6.2.8.D.2.b</p>	<p>6.2.8.A.3.e</p> <p>6.2.8.A.3.b</p> <p>6.2.8.A.3.d</p> <p>6.2.8.A.3.c</p> <p>6.2.8.B.3.b</p> <p>6.2.8.D.3.f</p> <p>6.2.8.D.3.e</p> <p>6.2.8.D.3.a</p> <p>6.2.8.D.3.d</p>	<p>6.2.8.A.3.a</p> <p>6.2.8.A.3.b</p> <p>6.2.8.B.3.a</p> <p>6.2.8.C.3.c</p> <p>6.2.8.D.3.d</p> <p>6.2.8.D.3.c</p> <p>6.2.8.D.3.a</p>
Accommodations and Modifications	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>-Use of translation dictionaries to locate words in the native language.</li> <li>-Assign a buddy, same language or English speaking.</li> </ul> <p><b>At Risk of School Failure:</b></p>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>-Use of translation dictionaries to locate words in the native language.</li> <li>-Assign a buddy, same language or English speaking.</li> </ul> <p><b>At Risk of School Failure:</b></p>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>-Use of translation dictionaries to locate words in the native language.</li> <li>-Assign a buddy, same language or English speaking.</li> </ul> <p><b>At Risk of School Failure:</b></p>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>-Use of translation dictionaries to locate words in the native language.</li> <li>-Assign a buddy, same language or English speaking.</li> </ul> <p><b>At Risk of School Failure:</b></p>

	<ul style="list-style-type: none"> <li>- Implement behavioral/academic contracts.</li> <li>-Modify the amount of homework.</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>-Give students opportunities to mentor other students.</li> <li>-Ask student higher level questions.</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>- Students seated in close proximity to the teacher.</li> <li>- Provide simplified/additional instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement behavioral/academic contracts.</li> <li>-Modify the amount of homework.</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>-Give students opportunities to mentor other students.</li> <li>-Ask student higher level questions.</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>- Students seated in close proximity to the teacher.</li> <li>- Provide simplified/additional instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement behavioral/academic contracts.</li> <li>-Modify the amount of homework.</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>-Give students opportunities to mentor other students.</li> <li>-Ask student higher level questions.</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>- Students seated in close proximity to the teacher.</li> <li>- Provide simplified/additional instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Implement behavioral/academic contracts.</li> <li>-Modify the amount of homework.</li> </ul> <p><b>Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>-Give students opportunities to mentor other students.</li> <li>-Ask student higher level questions.</li> </ul> <p><b>Students with 504 Plans:</b></p> <ul style="list-style-type: none"> <li>- Students seated in close proximity to the teacher.</li> <li>- Provide simplified/additional instructions.</li> </ul>
Interdisciplinary Connections	How to Compare and Contrast is taught in ELA and will help with Activity Three	Writing a journal entry is taught in ELA and will help with Activity Four	Compare and Contrast and Essay writing will be taught in ELA and with help with both Activities Seven and Eight	Compare and Contrast and Essay writing will be taught in ELA and with help with both Activities Four, Five, and Eight
Assessments	<p><b>Ongoing Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>- Note Taking</li> <li>- Presentations</li> <li>- Discussion</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Chapter Tests</li> <li>- Teacher Observation</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- Unit Projects</li> </ul>	<p><b>Ongoing Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>- Note Taking</li> <li>- Presentations</li> <li>- Discussion</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Chapter Tests</li> <li>- Teacher Observation</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- Unit Projects</li> </ul>	<p><b>Ongoing Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>- Note Taking</li> <li>- Presentations</li> <li>- Discussion</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Chapter Tests</li> <li>- Teacher Observation</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- Unit Projects</li> </ul>	<p><b>Ongoing Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>- Note Taking</li> <li>- Presentations</li> <li>- Discussion</li> </ul> <p><b>Benchmarks</b></p> <ul style="list-style-type: none"> <li>- Quizzes</li> <li>- Chapter Tests</li> <li>- Teacher Observation</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>- Unit Projects</li> </ul>
21st Century Themes and Skills	<a href="#">CRP1</a> <a href="#">CRP2</a>	<a href="#">CRP1</a> <a href="#">CRP2</a>	<a href="#">CRP1</a> <a href="#">CRP2</a>	<a href="#">CRP1</a> <a href="#">CRP2</a>

	<a href="#">CRP6</a>	<a href="#">CRP6</a>	<a href="#">CRP6</a>	<a href="#">CRP6</a>
	<a href="#">CRP8</a>	<a href="#">CRP8</a>	<a href="#">CRP8</a>	<a href="#">CRP8</a>



