

**Portales Municipal Schools  
Social Studies Curriculum Map  
Grade 5**

<b>ESSENTIAL QUESTION: How have North America and the world changed? Why do people move? What kinds of evidence does a historian use to help us understand the past? (primary sources)</b>				
<b>BENCHMARK: 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;</b> Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>CONTENT STANDARD 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience. Students will:</b>				
<b>STRAND 1: History.</b> <b>repeating skills</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>The student will be able to:</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
<b>1A2 explain the reasons for European exploration of the Americas;</b>  <b>IB4 identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war);</b>  3B3 describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national	<b>Ancient Civilizations to the Age of Exploration Ancient Civilizations</b> • Characteristics • Tools • Adaptations • Economic patterns (hunters/gatherers, early farming, natural resources • Geographic issues • Government <b>Exploration</b> • Motivations • Human and natural characteristics • Economics/trade • Map skills	Create a long-term project called "A Living Time Line" based o the events of the textbook chapter Role-play a scenario about the settlers flocking from Europe to the New World Explain how the environment influenced how early Americans lived and adapted.  Write a biography on one of the explorers named to explain his motivations for exploration of the Americas.  Compare and contrast the early societies such as the Mayan Aztec and Incas by using a Venn diagram.  In a cooperative group-discuss which early civilizations enslaved people and why. Report to group how this affected their freedoms.	Rubric for activity Chapter Tests  Response to Literature Pages 8-11  Venn diagram  Create a timeline showing decade, century and millennium  <b>Popcorn-Assessment of map On This Day in History-</b> Map & Paragraph <b>Mrs. Waffenschmidt-</b>	SF-Social Studies Plus-Resource pg.46 (Unit Dramas) Chapters 1-5 Workbook Pages  Harcourt Writing p. 145 • Persuasive Letter • Reports  2A1-Popcorn Geography <a href="http://www.educationworld.com/a_lesson/03/lp324-01.shtml">http://www.educationworld.com/a_lesson/03/lp324-01.shtml</a> On This Day in History <a href="http://www.nytimes.com/learning/general/onthisday/arc_hive.html">http://www.nytimes.com/learning/general/onthisday/arc_hive.html</a> <b>2A8- Mrs. Waffenschmidt</b> <a href="http://www.educationworld.com/a_lesson/waffenschmidt/waffenschmidt001a.shtml">http://www.educationworld.com/a_lesson/waffenschmidt/waffenschmidt001a.shtml</a> (Education World website)

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<p>identities;</p> <p><b>2A1</b> make and use different kinds of maps, globes, charts and databases</p> <p><b>2A4</b>-identify tribal territories within states</p> <p><b>2A6</b> demonstrate a relational understanding of time zones;</p> <p><b>2C1</b> describe how man-made and natural environments have influenced conditions in the past;</p> <p><b>2C2</b> identify and define geographic issues and problems from accounts of current events;</p> <p><b>2D1</b> explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, basin and range) support life;</p> <p>1C1 describe the</p>	<p><b>Ancient Civilizations to the Age of Exploration</b></p> <p><b>Ancient Civilizations</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues</li> <li>• Government</li> </ul> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Motivations</li> <li>• Human and natural characteristics</li> <li>• Economics/trade</li> </ul> <p><b>Ancient Civilizations to the Age of Exploration</b></p> <p><b>Ancient Civilizations</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues</li> </ul>	<p>Use a primary source to acquire information by creating a list of primary and secondary sources that evidence the uniting of Americans.</p> <p>Journal about Mayan burial custom to kill and bury the king's servants with him and how that resulted from social roles (contexts)</p> <p>Give presentations of this unit's research projects through oral, visual, power point...etc. e.g., Floating Gardens of Tenochtitlan research and visual art or power.</p> <p><b>1B1</b>-Role-play a skit about Columbus's expedition to the New World. Write a biography of one of the explorers named to explain his motivations for exploration of the Americas</p> <p>The students will make a map of the 7 continents. Throughout each continent, students will note similarities and differences. (E.g. Asia Middle East and North Africa Europe Central America and the Caribbean Africa Australia and Oceania-see website at right) Discussion groups will talk about how the regions may have changed since the past (for example during the Ice Age etc., Continental drift)</p> <p>Throughout the novel unit's students will keep journal entries as a "response to literature." Literature Response questions will ask students how each group was influenced by their natural environment and manmade environments such as temples,</p>	<p>1.SS- notebook-research notes</p> <p>2. Clue paper with results</p> <p>Harcourt Chapter 1 Test p. 3-6</p> <p><b>2A1 Popcorn Geography</b>-research corn growing states in the US and create small individual map and large scale classroom map of these areas through research on the internet sites available on the resource site listed.</p> <p><b>On This Day in History</b>-research dates on the "On This Day in History" site listed. Then locate that geographical location on a map. Create a map of the site with a short paragraph describing the historical event.</p> <p><b>2A8-Meet Mrs. Waffenschmidt!</b> Students will get a "Where in the World is Mrs. Waffenschmidt" clue sheet at the beginning of the week to research where she is. They will learn about important natural and man-made features throughout the world by making research notes in their ss notebooks. At the end of each week- students will turn in the clue form telling where they think Mrs. Waffenschmidt is. Winners of the weekly activity will get to place a pin in the world map on the Mrs. Waffenschmidt bulletin board</p> <p>Portfolio Assessment of primary and secondary source examples.</p> <p>Essay or journal culminating writing about what they learned.</p> <p>Compare, contrast Olmec and Mayan cultures</p>	<p><b>Internet Resources:</b></p> <p><a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a></p> <p><b>1C4</b>-Chapter 1 Lesson 2 ,3, 5 background information</p> <p>Video to Purchase <i>Odyssey: Myths and Mound builders</i> from <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a></p> <p>Pages 46-47</p> <p><b>1B1</b>-Harcourt Theater TE p 114</p> <p>Harcourt Writing p. 145</p> <ul style="list-style-type: none"> <li>• Persuasive Letter</li> <li>• Reports</li> </ul> <p><b>Discovery School-Explorers, The: The Dawning of the Era of Exploration - DVD Product ID: 869233 / Mfg Part #: 889410</b></p> <p>Video to Purchase <i>Conquistadors with Michael Wood</i> from <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a></p> <p>Chapters 1-5</p> <p>Workbook Pages</p> <p><b>-Novel Units</b></p> <p><b>Mayans</b>-<i>Corn Grows Ripe</i></p> <p><b>Aztecs</b>-<i>The Sad Night; The Fall of the Aztec Capitals (DK Discoveries by Richard Platt)</i></p> <p><b>Incans</b>-<i>Secret of the Andes</i></p> <p>Pages 52-59</p>
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**Power Standards**

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<p>characteristics of early societies, including the development of tools and adaptation to environments;</p> <p>1C2 identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization;</p> <p>1C3 identify the European countries that colonized the North American continent and their areas of settlement;</p> <p>1C4 describe the development of slavery as a widespread practice that limits human freedoms and potentials;</p> <p><b>2A1</b> make and use different kinds of maps, globes, charts and databases;</p> <p><b>2A7</b> use spatial organization to communicate information;</p> <p><b>2A8</b> identify and locate</p>	<ul style="list-style-type: none"> <li>• <a href="#">Government</a></li> <li><a href="#">Exploration</a></li> <li>• <a href="#">Motivations</a></li> <li>• <a href="#">Human and natural characteristics</a></li> <li>• <a href="#">Economics/trade</a></li> </ul>	<p>pyramids etc. This will include farming and environmental ease of farming, etc.</p> <p>List the causes of religious diversity in the colonies in a time line Make an outline of the similarities and differences of the settlers in each region. Complete power point presentation to compare and contrast life in cities towns and farms. Compare &amp; contrast the roles and views of significant colonial leaders by using a Venn diagram.</p> <p>Describe the daily life and adaptations of the Native Americans</p> <p><b>The students will be able to:</b></p>	<p>7 Continents Quiz</p> <p>Literature Response Journal</p> <p>Response to Literature Pages 104-107</p> <p><b>The students will be able to:</b>  <b>1C1</b>-Compare and contrast the early societies such as the Mayan Aztec and Incas by using a Venn diagram  <b>1C4</b>-In a cooperative group-discuss which early civilizations enslaved people</p>	<p>Workbook Pages</p> <p>-</p>
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<p>natural and man-made features of local, regional, state, national and international locales;</p> <p>1B1 explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson);</p>	<p><b>Ancient Civilizations to the Age of Exploration</b> <b>Ancient Civilizations</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues Government</li> </ul> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Motivations</li> <li>• Human and natural characteristics</li> <li>• Economics/trade</li> <li>• Map skills</li> </ul>	<p><b>1C1</b>-Compare and contrast the early societies such as the Mayan Aztec and Incas by using a Venn diagram <b>1C4</b>-In a cooperative group-discuss which early civilizations enslaved people and why. Report to group how this affected their freedoms.</p>	<p>and why. Report to group how this affected their freedoms.</p> <p>Harcourt Chapter 2 Test p. 7 - 10</p>	<p><b>1C1</b>-“The Rise of Empires”-Venn Diagram-Wb pg. 18 <b>1C4</b>-Chapter 2 Lesson 1-5 background information. <b>1C1-Novel Units</b> Mayans-<i>Corn Grows Ripe</i> Aztecs-<i>The Sad Night</i> Incans-<i>Secret of the Andes</i> <i>Teacher Created Materials-Thematic Unit-Mayans, Aztecs &amp; Incas</i> (to go with Lit studies-: <i>The Secret of the Andes, The Corn Grows Rip, The Fall of the Aztec Capital</i> Internet Resources: <a href="http://www.harcourtschool.com/ss1">www.harcourtschool.com/ss1</a> Virtual Tour The National Museum of the American Indian Read more (find in advance) • <a href="#">Journey to Cahokia: A Boy’s Visit to the Great Mound City</a> by Albert Lorenz • <a href="#">More than Moccasins: A Kid’s Guide to Traditional North American Indian Life</a> by Laurie Carlson • <a href="#">National Geographic: Our Fifty States</a> by  Mark H. Bockenbauer</p>
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<b>ESSENTIAL QUESTION: How has the United States changed since first being colonized?</b>				
<b>CONTENT STANDARD 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:</b>				
<b>BENCHMARK:</b> 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2A1 make and use different kinds of maps, globes, charts and databases 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STRAND 1: History</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> <b>The student will be able to:</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
1C1 describe the characteristics of early societies, including the development of tools and adaptation to environments; 1C2 identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization; 1C3 identify the European countries that colonized the North American continent and their areas of settlement; 1C4 describe the development of slavery as a widespread practice that limits human freedoms and potentials;	<b>Ancient Civilizations to the Age of Exploration</b> <b>Ancient Civilizations</b> • Characteristics • Tools • Adaptations • Economic patterns (hunters/gatherers, early farming, natural resources • Geographic issues • Government  <b>Exploration</b> • Motivations • Human and natural characteristics • Economics/trade  <b>Ancient Civilizations to the Age of Exploration</b> <b>Ancient Civilizations</b> • Characteristics	Write a letter to your Colonial friend explaining the cause of conflicts over land among the British, French, and Native Americans (French Indian War).  <b>1D1</b> -use a primary source to acquire information by creating a list of primary and secondary sources that evidence the uniting of Americans. (website available) <b>1D2</b> -students will take a virtual or real field trip to find historical information. (eg. Black water Draw-to learn about how the first Americans got to North America.) <b>1D3</b> -Use the internet or watch video to find information about current unit. <b>1D4</b> -Journal about Mayan burial custom to kill and bury the king's servants with him and how that resulted from social roles (contexts) <b>1D5</b> - Give presentations of this unit's research projects through oral, visual, power point...etc. e.g., Floating	Regions test  <b>1D1</b> -Portfolio Assessment of primary and secondary source examples. <b>1D2</b> -Essay or journal culminating writing about what they learned. <b>1D3</b> -observation and resource bibliography for written documents or journaling <b>1D4</b> -Analysis of student journal <b>1D5</b> -Presentation Rubric	<i>1B4 See Spotlight on America: Colonial America p.21</i>  1B4 first Thanksgiving Text p.171  French Indian War SF Text p. 246  <i>Daily Geography Practice</i> <b>Week 1</b> - "Parts of a Map" <b>Week 2</b> - "Globe Lines" <b>Week 3</b> - "The Four Hemispheres" <b>Week 4</b> - "A Map Grid" <b>Week 5</b> - "Lines of Latitude and Longitude" <b>Week 6</b> - "Map Coordinates" <b>Week 7</b> - "A Robinson Projection Map" <b>Weeks 8-9</b> - "Picturing North America" <b>Weeks 10-11</b> - "Picturing the World"  <b>1D1</b> - Scott Foresman-Overview unit-pg. 2/pg 284-285. SF-Read Alouds &Primary Sources-Resource bk. <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a> <b>1D2</b> -Scott Foresman-pg 86-87-Internet Research <a href="http://www.tramline.com/tours/sci/natwon/ tourlaunch1.h">http://www.tramline.com/tours/sci/natwon/ tourlaunch1.h</a>

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<p><b>1D1 differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;</b></p> <p><b>1D2 use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);</b></p> <p><b>1D3</b> gather, organize and interpret information using a variety of media and technology;</p> <p><b>1D4</b> show the relationship between social contexts and events;</p> <p><b>1D5</b> use effective communication skills and strategies to share research findings;</p>	<ul style="list-style-type: none"> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues</li> <li>• Government</li> </ul> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Motivations</li> <li>• Human and natural characteristics</li> <li>• Economics/trade</li> </ul> <p><b>Ancient Civilizations to the Age of Exploration</b></p> <p><b>Ancient Civilizations</b></p> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues</li> <li>• Government</li> </ul> <p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>• Motivations</li> </ul>	<p>Gardens of Tenochtitlan research and visual art or power</p> <p>Organize 13 colonies by regions and in chronological order within each region by interpreting a chart.</p> <p>Diagram the different areas of the US by categorizing regions by the 5 themes of Geography.</p> <p>Explain why the US is divided into regions in report format.</p> <p>Locate latitude &amp; longitude by using a globe.</p> <p>Students will locate places using latitude and longitude lines given after working in group discussions about Week 5 <i>Daily Geography</i>, and taking picture notes using the "ladder" for latitude and the globe lines for longitude.</p> <p>Outline how the nation witnessed the destruction of the nation's forests, battles over land and water, and the ascent of agribusiness. Students research a wide variety of the environmental issues that impacted the lives of people of all classes, races, and regions:</p> <ul style="list-style-type: none"> <li>• Western expansion and how the subsequent changes in the land impacted Native Americans and homesteaders</li> <li>• The disappearance of wildlife, such as the buffalo</li> <li>• The advent of a new concern about the environment</li> </ul>	<p>2C1-Throughout the novel unit's students will keep journal entries as a "response to literature." Literature Response questions will ask students how each group was influenced by their natural environment and manmade environments such as temples, pyramids etc. This will include farming and environmental ease of farming, etc.</p>	<p><a href="#">tm</a></p> <p><b>1D4-SF-TE</b> pg 67-Culture note</p> <p><b>1D5-SF-Social Studies Plus Resource-Short term project</b> pg. 29. Background information text pg.68 Harcourt Compare and Contrast Graphic Organizer Write-on/Wipe off Card</p> <p><b>1D1-</b> Scott Foresman-Overview unit-pg. 2/pg 284-285. SF-Read Alouds &amp; Primary Sources-Resource bk. <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></p> <p><b>1D2-</b> Scott Foresman-pg 86-87-Internet Research <a href="http://www.tramline.com/tours/sci/natwon/ tourlaunch1.htm">http://www.tramline.com/tours/sci/natwon/ tourlaunch1.htm</a></p> <p><b>1D4-SF-TE</b> pg 67-Culture note</p> <p><b>1D5-SF-Social Studies Plus Resource-Short term project</b> pg. 29. Background information text pg.68 Harcourt Compare and Contrast Graphic Organizer Write-on/Wipe off Card</p> <p><b>-Novel Units</b></p> <p><b>Mayans-Corn Grows Ripe</b> <b>Aztecs-The Sad Night</b> <i>The Fall of the Aztec Capitals (DK Discoveries by Richard Platt)</i></p> <p><b>Incans-Secret of the Andes</b></p> <p><b>2B2- 7 Continents</b> <a href="http://geography.about.com/od/lists/a/officialist.htm">http://geography.about.com/od/lists/a/officialist.htm</a></p> <p><b>-Novel Units</b></p> <p><b>Mayans-Corn Grows Ripe</b> <b>Aztecs-The Sad Night</b> <i>The Fall of the Aztec Capitals (DK Discoveries by Richard Platt)</i></p> <p><b>Incans-Secret of the Andes</b></p>
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<p>2C1 describe how man-made and natural environments have influenced conditions in the past;</p> <p>2F1 understand how resources impact daily life;</p>		<p>interpreting a diagram of a colonial town.</p> <p>Students will journal during novel units about natural resources in each area and how those resources impacted daily life such as products for housing, food, and wealth.</p>	<p>Graded journal entries for each novel unit</p>	
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<p>social contexts and events; <b>1D5</b> use effective communication skills and strategies to share research findings;</p> <p>4A1 understand the impact of supply and demand on consumers and producers in a free-enterprise system; 4A3 describe the aspects of trade; 4A4 explain how voluntary trade is not coercive; 4B1 explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced? 4C1 explain basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade); 4C2 explain the economic motivation of exploration and colonization by colonial powers;</p>	<ul style="list-style-type: none"> <li>• Tools</li> <li>• Adaptations</li> <li>• Economic patterns (hunters/gatherers, early farming, natural resources</li> <li>• Geographic issues</li> <li>• Government</li> </ul> <p><u>Exploration</u></p> <ul style="list-style-type: none"> <li>• Motivations</li> <li>• Human and natural characteristics</li> <li>• Economics/trade</li> <li>• Map skills</li> </ul>	<p>why you are exploring. (What are you looking for?) Daily log detailing weather conditions. Daily journal listing daily navigational location....longitude and latitude. Flag of Monarchy to plant on all land claimed. Drawing detailing the ship with all masts and sails. Show where all cargo is stowed. Label the cargo. Specific information about the area(s) explored. This should include items such as plants, land, animals, minerals, agriculture, and people you met on your journey. Include sketches and bring back samples of anything you can. A letter to the monarch (King or Queen) sharing what you found and persuading him or her to either continue or abandon similar explorations in the future.</p> <p><i>Instructions from the King and Queen</i> <i>You, as an agent for the King and Queen, are hereby authorized to make a journey to the New World on behalf of our kingdom. All of our rivals are competing for land, trade and wealth. Whoever wins will be the strongest kingdom in Europe. It is imperative that you succeed...cont.</i></p>	<p>representative of the time period. Your part is prepared by memorizing. Your "evidence" to give to the King and Queen is convincing Harcourt Chapter 4 Test p. 27 - 30</p>	<p><u>The World in 1492</u> by Fritz, Paterson, McKissack, Mahy, Highwater <u>Portraits of Outstanding Explorers</u> by Doris Hunter Metcalf CD-Rom Encyclopedias Encarta, and World Book have extensive biographies of explorers</p>
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**Portales Municipal Schools  
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<b>ESSENTIAL QUESTION: When you think of America what do you think of?</b>				
<b>CONTENT STANDARD 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience.</b>				
<b>STRAND 1: History.</b>		<b>NMCCS:</b>		
		<b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
1B1 explain the motivations for the European exploration of the Americas (e.g., Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson);  1B3 explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence);	Using a tourist map of Florida to connect why and where people live in America  Learning the States and Capitals of the US  Learning Latitude and Longitude   US Government & Citizenship: • major documents • rights • Branches of government • National Symbols   American customs, symbols, landmarks, and celebrations	Students will learn the US Fifty States and Capitals by doing the parts of a Map Week 19 Activity in groups. This will help them identify the states and capitals and have a resource. Later as students are becoming more familiar, they will learn all the states and capitals through regions  Create a diagram defining each branch of government and their interrelationship  Make an appropriate line graph using the information about the American Indian tribe populations  Read the newspapers and take guided notes on the contributions of the Spanish, French, and English. Write an essay defending your opinion of whether Columbus was the first to discover America. 1B2 List the causes of religious diversity in the colonies in a time line 1B2 Make an outline of the similarities and differences of the settlers in each	States and Capitals Test           Interpret chart to answer questions  Essay, written citizenship activities  Did students complete questions on research template? Each student speaks during presentation to peers. Each student participates with collecting research and recording information. Each student completes a symbol worksheet. Students complete a poster and present to class.	Daily Geography Practice <b>Week 1-</b> "Parts of a Map" <b>Week 19-</b> "Regions of the United States" Map Boards-dry erase markers The 50 States Activity Book   Daily Geography Practice <b>Week 5-</b> "Lines of Latitude and Longitude"      Computers for research

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<p>1B3 explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence);</p>	<p>Contributions of various groups to national identity</p> <p>Major Historical documents</p>	<p>region. 1B2 Complete power point presentation to compare and contrast life in cities towns and farms. 1B2 Compare &amp; contrast the roles and views of significant colonial leaders by using a Venn diagram.</p> <p>1B3 Analyze the main argument in the Declaration of Independence and defend in an essay. 1B3 Explain in a journal format, why signing the Declaration of Independence was a dangerous act.</p>	<p>Essay rubric Journal rubric</p>	<p>1B3 Mayflower Compact p. 164 Declaration of Independence p. 325-9 Readers theater TE p. 97G</p>
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<b>ESSENTIAL QUESTION: When you think of America what do you think of?</b>				
<b>BENCHMARK:</b> 1-B. <i>United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;</i> Recycled Skills 1-D1-5. <i>skills: research historical events and people from a variety of perspectives;</i> 2-A7: <i>analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STANDARD 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience.</b>				
<b>STRAND 1: History</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
1B3 explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence);  1B3 explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence);	B6 explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, assemblies);  <b>2A1 make and use different kinds of maps, globes, charts and databases;</b> <b>2A2 demonstrate how different areas of the United States are organized and interconnected;</b>  <b>2A5 employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility;</b>	Describe the significance of the battles of Lexington and Concord  Discuss why the Colonies decided to work together.  Compare historical maps  Describe events that led up to the Revolutionary War 1B3 Analyze the main argument in the Declaration of Independence and defend in an essay. 1B3 Explain in a journal format, why signing the Declaration of Independence was a dangerous act.  2A1 Make and use different kinds of maps, globes, charts and databases by taking a map adventure in cooperative groups 2A1 Organize 13 colonies by regions and in chronological order within each region	2A1 <i>Spotlight on America: Colonial America Map Skills p.59, 63, 64, 65,</i> 2A2 Regions test 2A2 report rubric 2A2 Radio spot 2A5 observe students finding locations listed on SF text H15	2A1 SFp.159 Map adventure: Where to Build a Colony 2A1 SFp.181 Fact File: The 13 English Colonies 2A1-Daily Geography Practice <b>Week 1-</b> "Parts of a Map" <b>Week 2-</b> "Globe Lines" <b>Week 3-</b> "The Four Hemispheres" <b>Week 4-</b> "A Map Grid" <b>Week 5-</b> "Lines of Latitude and Longitude" <b>Week 6-</b> "Map Coordinates" <b>Week 7-</b> "A Robinson Projection Map" <b>Weeks 8-9-</b> "Picturing North America" <b>Weeks 10-11-</b> "Picturing the World" <i>(See Sharon Rowley)</i> 2A2 SF text H11 5 themes of Geography 2A2 SF text p. 25 Land & Regions 2A5 SF text H15

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		<p>by interpreting a chart 2A2 Diagram the different areas of the US by categorizing regions by the 5 themes of Geography. 2A2 Explain why the US is divided into regions in report format 2A2 Explain that landforms influence how people can use the land in a radio spot. (Dr Elder- ENMU) 2A5 locate latitude &amp; longitude by using a globe</p>		
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<b>Essential Question: What do you think our founding fathers would say if they could see our country now?</b>				
<b>BENCHMARK:</b> 1-B. <i>United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;</i> Recycled Skills 1-D1-5. <i>skills: research historical events and people from a variety of perspectives;</i> 2-A7: <i>analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STANDARD 1: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience.</b>				
<b>STRAND 1: History.</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
1B6 explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, assemblies); 2B1 describe human and natural characteristics of places;  <b>2E1 explain how physical features influenced the expansion of the United States;</b>	Characteristics of places  Environments influence conditions in the birth of our nation  US Expansion • physical features • economic • political • cultural • social cooperation & conflict	Outline how the nation witnessed the destruction of the nation's forests, battles over land and water, and the ascent of agribusiness. Students research a wide variety of the environmental issues that impacted the lives of people of all classes, races, and regions: • Western expansion and how the subsequent changes in the land impacted Native Americans and homesteaders • The disappearance of wildlife, such as the buffalo • The advent of a new concern about the environment  Create a graphic organizer or a web that shows a variety of reasons why people move to new places or homes. Use a Venn diagram to compare and contrast how the US expanded its borders under Presidents Jefferson and Monroe.	Complete map by identifying the geography of the New England, Middle and Southern colonies. Students will create their own play to explain what it was like to attend school in the colonies. Rubric for research paper SF Text Chapter 12 & 13 Test Graphic organizer Venn diagram	Spotlight on America: Colonial America p. 63-65  <a href="http://www.history.com/topics/westward-expansion">http://www.history.com/topics/westward-expansion</a> Lewis & Clark DVD SF Text Unit 6, Chapter 12 & 13 Read Alouds & Primary Sources p. 93, 97, 101 Social Studies Plus! P. 118 Play: Jefferson, Napoleon, and the Louisiana Purchase Play: The Incredible Westward Movement (See Danna Smith)

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<b>Essential Question: What is Manifest Destiny and was it the right thing to do?</b>				
<b>Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</b>				
<b>BENCHMARK:</b> 1-B. <i>United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history;</i> Recycled Skills 1-D1-5. <i>skills: research historical events and people from a variety of perspectives;</i> 2-A7: <i>analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STRAND 1: History</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
2F1 understand how resources impact daily life; (e.g., latitude, longitude, interdependence, accessibility)	Daily Life & Resources	Identify the types of crops raised on plantations and plant a combination of 3 sisters (Corn, Squash, Beans)	Grow plants	Spotlight on America: Colonial America p. 72-73

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<b>Essential Question: What is Manifest Destiny and was it the right thing to do?</b>				
<b>STANDARD 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</b>				
<b>BENCHMARK:</b> 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STRAND 4:</b> Economics	<b>NMCCS:</b> RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
4A3 describe the aspects of trade; 4A4 explain how voluntary trade is not coercive; 4B1 explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?	Colonial towns were examples of the free-enterprise system at work. Free Enterprise Systems contain: • Economic freedom • Voluntary exchange • Private property • Profit motive			

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<b>Essential Question: What were the challenges that a Nation divided faced?</b>				
<b>BENCHMARK:</b> 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STANDARD 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</b>				
<b>STRAND 3: Civics and government</b>	<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
2E1 explain how physical features influenced the expansion of the United States; 3C1 describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the revolution; articles of confederation; purpose of the constitutional convention; natural		Discuss that in the colonial economy, some workers earned money to buy their necessities, while others made or grew what they needed to survive. Describe how the New England and Middle colonies demonstrated a free-enterprise system by drawing and interpreting a diagram of a colonial town.	Class discussion based on criteria provided prior to assignment	SF text p.212

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rights expressed in the declaration of independence;				
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<b>Essential Question: Were the challenges of our reunited nation fixed, or hidden?</b>				
<b>BENCHMARK: 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;</b> Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2A1 make and use different kinds of maps, globes, charts and databases 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STANDARD 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels.</b>				
<b>STRAND 3: Civics and government</b>	<b>NMCCS:</b> RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b> The student will be able to:	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
3B1 explain the significance and importance of American customs, symbols, landmarks and celebrations; 3B2 identify and summarize contributions of various racial, ethnic and religious groups to national identity; <b>1A1</b> describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States); <b>1B3</b> explain the significance of major historical documents (e.g., the federalist papers, United States constitution, bill of rights,	<b>1B3-Historical Documents</b> <b>1B5-Slavery brings conflict</b>	<b>1A-1-</b> Map sheet pg. 12 <b>Adventures with the Santa Fe Trail</b> <b>1B3-</b> USA Studies Weekly Questionnaire, and Cross word puzzle <b>1B5- USA Studies Weekly-</b> Week 27- USA Studies Weekly Questionnaire, and Cross word puzzle		<b>1A-1-Adventures with the Santa Fe Trail</b> -"A Trail into History" pg. (4-6) Adventure- (pg. 7-9 w/ trail travelers) "The Santa Fe Trail, 1610-1848" pg. (10-11); "The Flags over the Trail"- discusses how the land and Trail has changed hands over the years. (See Sharon Rowley) <b>1B3-USA Studies Weekly- Week 19-</b> George Mason, The Power Behind the Bill of Rights (Amending the Constitution) and This Weeks's Question: "What were the Famous Federalist Papers?" Would like to order "A More Perfect Union Educational Package and Film. Website to order \$ 19.95 Constitution day power point and activities: <b>1B3</b> SF Text p.330 US Constitution <b>1B3</b> Bill of Rights <b>1B3</b> Gettysburg Address SF text p.456 Social Studies Plus! <b>1B5- USA Studies Weekly- Week 27-</b> USA

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<p>the Gettysburg address <i>(took out Mayflower Compact and Declaration of Independence and put in 2<sup>nd</sup> 9 weeks unit)</i> <b>1B5</b> describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict;</p>				
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<b>ESSENTIAL QUESTIONS:</b> When you think of America what do you think of?				
<b>STRAND 2:</b> Geography.		<b>NMCCS:</b> <b>RI3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>RI4:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>RI5:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>RI6:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>BENCHMARK:</b> 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A1make and use different kinds of maps, globes, charts and databases 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues				
<b>STANDARD 2:</b> Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:				
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
<b>2A1-make and use different kinds of maps, globes, charts, and databases</b>  <b>2A3 identify and locate each of the fifty states and capitals of the United States;</b>  <b>2A5 employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections);</b>	<b>2A1-</b> Using a tourist map of Florida to connect why and where people live in America <b>2A3 -</b> Learning the States and Capitals of the US <b>2A5</b> Learning Latitude and Longitude	<b>2A1-</b> Students will work together to learn about Florida’s tourist industry using the map, vocabulary and legend to come to conclusions about one of the states industries. <b>2A3-</b> Students will learn the US Fifty States and Capitals by doing the parts of a Map Week 19 Activity in groups. This will help them identify the states and capitals and have a resource. Later as students are becoming more familiar, they will learn all the states and capitals through regions (week 19.) They can use a dry erase marker and laminated map boards to study them. <b>2A5-</b> Students will locate places using latitude and longitude lines given after working in group discussions about Week 5 <i>Daily Geography</i> , and taking picture notes using the “ladder” for latitude and the globe lines for longitude.	<b>2A1-</b> finalize the questionnaire together. <b>2A3 –</b> Daily Geography week-1, 19, regions test, and finally states and capitals final. <b>2A5-</b> completion of Week 5 questionnaire	<b>2A1-Daily Geography Practice- Week 33-</b> “A Tourist Map: Florida” <b>2A3-Daily Geography Practice Week 1-</b> “Parts of a Map” <b>Week 19-</b> “Regions of the United States” Map Boards-dry erase markers <i>The 50 States Activity Book</i> <b>2A5 - Daily Geography Practice- Week 5-</b> “Lines of Latitude and Longitude”

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<b>ESSENTIAL QUESTIONS:</b> When you think of America what do you think of?				
<b>STRAND 2: Geography.</b>		<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>BENCHMARK:</b> 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A1 make and use different kinds of maps, globes, charts and databases 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues				
<b>STANDARD 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:</b>				
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
<b>3A1 explain how the three branches of national government function and explain how they are defined in the United States constitution;</b>  <b>3A2 identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as "life, liberty, and the pursuit of happiness," the rule of law, justice, equality under the law);</b>  <b>3A3 identify and describe the significance of American symbols, landmarks and essential</b>	<b>US Government &amp; Citizenship:</b> <ul style="list-style-type: none"> <li>• major documents</li> <li>• rights</li> <li>• Branches of government</li> <li>• National Symbols</li> </ul>	<b>3A1</b> Create a diagram defining each branch of government and their interrelationship <b>3A2</b> Students will write an essay stating what these principles mean to them, after reading and discussing book topics and research online the "ideals and principles of our republican form of government." They will also do citizenship activities with each chapter from SS Plus resource-(writing activity) (for example: Ch 10- Responsibility-discusses the Founding Fathers creating a governmental system that is equitable.) <b>3A3 What-</b> Understand the significance of the Vietnam Veterans Memorial Demonstrate knowledge about a specific American symbol Know the histories of important local and national landmarks, symbols, and essential documents that create a sense	<b>3A1</b> Interpret chart to answer questions <b>3A2</b> -Essay, written citizenship activities <b>3A3-</b> Did students complete questions on research template? Each student speaks during presentation to peers. Each student participates with collecting research and recording information. Each student completes a symbol worksheet. Students complete a poster and present to class.  Each student completes a symbol worksheet. Students complete a poster and present to class.	3A1 SF Text p. 349 <b>3A2</b> -Computers, Internet, Social Studies Plus! "A Hands-On Approach- SF Resource book

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<p>documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty; government to government accords; treaty of Guadalupe Hidalgo; Gadsden purchase); <b>3A4</b> compare and contrast the basic government sovereignty of local, state, tribal</p>		<p>of community among citizens and exemplify cherished ideals (e.g., U.S. flag, bald eagle, Statue of Liberty, U.S. Constitution, Declaration of Independence, U.S. Capitol). <b>How- DIRECTIONS Day 1</b> Brainstorm definition of a symbol. Brainstorm examples of American symbols. Show pictures of the Vietnam Veterans Memorial Wall in Washington, D.C. (download from the Internet). Lead a discussion of significance of the Wall. Read <i>The Wall</i> by Eve Bunting. I always invite a police officer or firefighter to read the story. I explain that the readers themselves are symbols of heroism. Construct a wall out of black construction paper. After the reading, have kids sign names of deceased family members on the wall as a symbol of honoring their memory. <u>"Ben's Guide"</u> to answer questions for symbol worksheet. Students record information on poster. Students present the poster to their peers. <b>Day 2</b>-Read the book, <i>One Nation</i>. Ask students for examples of symbol they noticed in the story. Show pictures of various American symbols. Divide students in groups of 2 or 3 and have them choose a symbol to research. Students use printouts from the U.S. Government Printing Office's kid-friendly site</p>		
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<b>ESSENTIAL QUESTIONS: When you think of America what do you think of?</b>				
<b>STRAND 3: Civics and government.</b>		<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>BENCHMARK: 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;</b> Recycled Skills <i>1-D1-5. skills: research historical events and people from a variety of perspectives;</i> <i>2A1 make and use different kinds of maps, globes, charts and databases</i> <i>2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STANDARD 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:</b>				
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
3B1 explain the significance and importance of American customs, symbols, landmarks and celebrations; 3B2 identify and summarize contributions of various racial, ethnic and religious groups to national identity;	3B1 American customs, symbols, landmarks, and celebrations 3B2 contributions of various groups to national identity;	3B1 Watch video and complete vocabulary activities and discussion questions 3B2 Make an appropriate line graph using the information about the American Indian tribe populations 3B2 Read the newspapers and take guided notes on the contributions of the Spanish, French, and English. Write an essay defending your opinion of whether Columbus was the first to discover America. 3B2 Read about Puritans, Pilgrims, Catholics, and Quakers in the Colonial Mini unit and write a news story for your local paper, including information from each of the "5 Ws". Should include slavery, religion, living conditions, crops grown, soil conditions, dress and fashions, religious toleration, voting rights, witchcraft,	3B1 Complete quiz 3B2 American Indian Geography Activity Quiz 3B2 Write a pamphlet explaining why men get bitten by the exploration bug. 3B2 Compare life among the Middle, New England, and Southern colonies with a three-way Venn diagram or chart.	3B1 Mr. Dreyfuss Goes to Washington Video 3B2 USAa Studies Weekly: <b>Week 4</b> 3B2 USAa Studies Weekly: <b>Week 1-13</b> 3B2 <b>TCM: Colonial America:</b> Colonial Mini Unit

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<b>ESSENTIAL QUESTIONS: When you think of America what do you think of?</b>				
<b>STRAND 3: Civics and government.</b>		<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>BENCHMARK: 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;</b> Recycled Skills <i>1-D1-5. skills: research historical events and people from a variety of perspectives;</i> <i>2A1 make and use different kinds of maps, globes, charts and databases</i> <i>2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
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<b>PEFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
3B3 describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities;	3B3 Ethnic/ religious customs/celebrations that enhance American identities	3B3 Create definitions of American culture based on military and scientific competitiveness, political structures, risk taking and free expression, materialist and moral elements. Also, prevalent ideas and ideals which evolved domestically such as important <u>national holidays</u> , uniquely <u>American sports</u> , proud military tradition, and innovations in the arts and entertainment give a strong sense of <u>national pride</u> among the population as a whole. Definitions should also include elements which evolved from <u>Native Americans</u> , and other ethnic subcultures; most prominently the culture of <u>African American</u> slave descendants and different cultures from Latin America.	3B3 Write a play about how American culture encompasses traditions, ideals, customs, beliefs, values, arts, and innovations developed both domestically and imported via colonization and immigration from the England.	

**ESSENTIAL QUESTIONS: When you think of America what do you think of?**

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<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted <b>I= Introduce</b> <b>R=Review and Extend</b> <b>M=Master</b>	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
<b>3C1 describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the revolution; articles of confederation; purpose of the constitutional convention; natural rights expressed in the declaration of independence;</b>	<b>*Significance of the Constitution to the founding of the republic</b> <b>*colonists' and Native Americans' shared sense of individualism</b> <b>* independence and religious freedom that developed before the revolution</b>	<b>3C1</b> Perform a play about the colonists who were forced to be loyal either to their king or their country. Use a cause and effect chart to learn about the Boston Massacre. Include what caused events to happen and what the effects of these events were. Complete Chapter Vocabulary & Activities Colonial Mini Unit: Read and discuss the paragraphs among themselves before entering into a whole class discussion. They will then compile their findings in a class "Colonial Facts Book".	Completion of play Write a letter to someone in another colony. What would your letter say? Complete reading response journals Complete Colonial Quiz	SF Social Studies Plus! Play: Which Side Are You On? Conflict in the Colonies by Ann Rossi <u>On the Road to Revolution</u> by Ann Rossi <u>Choosing Freedom</u> by Ann Rossi <b>Teacher Created Materials: Colonial America</b> Novel Units: <u>The Serpent Never Sleeps</u> <u>Witch of blackbird Pond</u> <b>TCM: Colonial America:</b> Colonial Mini Unit
<b>ESSENTIAL QUESTIONS: When you think of America what do you think of?</b>				

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<b>STRAND 3: Civics and government.</b>		<b>NMCCS:</b> RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>BENCHMARK:</b> 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2A1make and use different kinds of maps, globes, charts and databases 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STANDARD 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:</b>				
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3C1 describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: colonists' and Native Americans' shared sense of individualism, independence and religious freedom that developed before the revolution; articles of confederation; purpose of the constitutional convention; natural rights expressed in the declaration of independence;	Articles of confederation Purpose of the constitutional convention; Natural rights expressed in the declaration of independence;	3C1 Discuss the problems with the Articles of Confederation and how these problems led to the writing of the Constitution. Read SF text p. 304-331 to answer the questions in the Declaring Independence Quiz p 131-132 Students will read SF text excerpts and write their descriptions of the quotes from the Declaration of Independence p. 104 Students write essays explaining the significance of famous phrases from the Declaration.	3C1 Newspaper Activities Declaring Independence Quiz p 131-132 Declaring Independence Quiz p 105	3C1 USAa Studies Weekly: <b>Week 18</b> Articles of Confederation Constitutional Convention SF Workbook for Reading & Review p. 131 SF Workbook for Reading & Review p. 104-105 Social Studies Plus! A Hands-On Approach p. 91A
<b>ESSENTIAL QUESTIONS:</b> When you think of America what do you think of?				
<b>STRAND 3: Civics and</b>		<b>NMCCS:</b>		

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government.	<p><b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>  <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b>  <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b>  <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b></p>			
<p><b>BENCHMARK: 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity;</b>          Recycled Skills          1-D1-5. skills: research historical events and people from a variety of perspectives;          2A1 make and use different kinds of maps, globes, charts and databases          2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</p>				
<p><b>STANDARD 3: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States, with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal and national levels. Students will:</b></p>				
PERFORMANCE STANDARD	CONCEPTS/SKILLS Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)	ASSESSMENTS	STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)
<p><b>2A1</b> make and use different kinds of maps, globes, charts and databases  <b>2A4</b> identify tribal territories within states  <b>2A6</b> demonstrate a relational understanding of time zones;  <b>2C1</b> describe how man-made and natural environments have influenced conditions in the past;  <b>2C2</b> identify and define geographic issues and problems from accounts of current events;  <b>2D1</b> explain how the four provinces of New Mexico's land surface (plains, mountains, plateau, basin and range) support life;</p>	<p><b>The United States Current Events and Issues in regards to</b></p> <ul style="list-style-type: none"> <li>• <b>Physical layout</b></li> <li>• <b>Regions</b></li> <li>• <b>Products and services</b></li> <li>• <b>Economic patterns</b></li> <li>• <b>Trade</b></li> </ul> <p><b>New Mexico's contribution</b></p>	<p><b>2A1</b>-Learn 50 states and capitals in regions by creating list of each region's state/abbr./capital. Then color and identify a  <b>2A1 &amp; 4</b> - read about the tribal territories in chapter 2 and Create and color maps of each region. Include a compass rose and legend.  <b>2A6- Time Zones</b> -Students will read and discuss the time zones map on pg 542 text, then work together with a group to decide when their favorite tv programs will come on if listed as another time zone. Create a list together of top 5 tv shows and times.          Alternate Activities-see website at right  <b>2C1</b>-read and discuss the Invention Time Line from pg. 565 and make a chart showing the ways that these inventions have impacted our natural environments positively and negatively. For a second step-tell what human behavior with these inventions has impacted our lives and the environments. 3<sup>rd</sup> step- how do you think it will impact our future?</p>	<p>Assessment of map  <b>2A6- Time Zones</b>          wkbk pg 126  <b>2C1</b>-Evaluation of student charts  <b>2D1</b>-Oral report out on findings.</p>	<p>2A4-SF-Chapter 2 Native Americans of North America- map of tribal territories pg.77, 84, 89, 95          Ch 12 p 405-Tribal Territories Indian Removal Act-  <b>2A6- Time Zones</b>- SF pg 542 and wkbk pg 126</p> <p><b>2C1-Sf Fact File</b> pg. 585  <b>2C1-Daily Geography Practice – Week 31-“Time Zones of the United States”</b> (See Sharon Rowley)</p>

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		<p><b>2D1</b>-students will read and learn about New Mexico landforms by going to listed websites. Tehn they will go to second website and choose a landform from NM such as mud lake, blue hole, etc., research that land form and take notes on how it supports life.</p>		
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<b>ESSENTIAL QUESTIONS:</b> When you think of America what do you think of?				
<b>STRAND 3: Civics and government.</b>		<b>NMCCS:</b> <b>RI3:</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. <b>RI4:</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <b>RI5:</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. <b>RI6:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<b>BENCHMARK:</b> 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources; Recycled Skills 1-D1-5. skills: research historical events and people from a variety of perspectives; 2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;				
<b>STANDARD 2: Students understand how physical, natural and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will:</b>				
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
2F1 understand how resources impact daily life;	<b>The United States Current Events and Issues in regards to</b> <ul style="list-style-type: none"> <li>• Physical layout</li> <li>• Regions</li> <li>• Products and services</li> <li>• Economic patterns</li> <li>• Trade</li> </ul> <b>New Mexico's contribution</b>	Read Lesson 2 in partners and decide throughout the lesson which natural resources the farmers and cowboys had, how these resources were helpful to them, and what life would be like if they had some other resources they needed.  Also review the resources we learned from the beginning of the year in overview unit L-4-5. Compare and contrast the ways that natural resources affected the farmers and cowboys and how they impact us today.	Oral presentation of findings-rubric Compare contrast product-up to students format	<a href="http://www.mcwdn.org/ECONOMICS/EconMain.html">http://www.mcwdn.org/ECONOMICS/EconMain.html</a> SF Overview Unit-L-4 "Land and Regions" -SF Overview Unit L-5-"Resources and the Environment" and wkbk pg. 10 -SF pg 546-552-L-2 "Farmers &Cowboys" <b>2F1-Daily Geography Practice-</b> <b>Week 34</b> "The Top Ten Oil Producing States" <b>Week 33-</b> "A Tourist Map: Florida"

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<b>ESSENTIAL QUESTIONS: When you think of America what do you think of?</b>				
<b>STRAND 4: Economics.</b>		<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>BENCHMARK: 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating;</b> Recycled Skills <i>1-D1-5. skills: research historical events and people from a variety of perspectives;</i> <i>2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STANDARD 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:</b>				
<b>PERFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
<b>4A1 understand the impact of supply and demand on consumers and producers in a free-enterprise system;</b> <b>4A2 understand the patterns of work and economic activities in New Mexico and the United States (e.g., farming, ranching, oil and gas production, high tech, manufacturing, medicine);</b> <b>4A3 describe the aspects of trade;</b> <b>4A4 explain how voluntary trade is not coercive;</b>	<b>The United States Current Events and Issues in regards to</b> <ul style="list-style-type: none"> <li>• Physical layout</li> <li>• Regions</li> <li>• Products and services</li> <li>• Economic patterns</li> <li>• Trade</li> </ul> <b>New Mexico's contribution</b>	<b>The student will be able to:</b> KWL chart on the Essential Question above In a small group read about Madam C.J. Walker and Thomas Edison's (p. 21-22) contribution to the benefits of free enterprise as inventors. Discuss both inventor's likenesses and differences and report out to group. Act out the Free Enterprise skit to understand the effect of free enterprise on the individual and markets. <b>4A2-</b> Write a state research report that incorporates the economic activities of that region (e.g., farming ranching, oil, manufacturing, medicine, etc.) <b>4A3-4-</b> read background information on trade listed in resources, then create wampum belt on web site. After, discuss and present what your wampum belt could be in trade for. <b>4A-4-</b> create a written extension activity in	Group Venn Diagram-as an exit activity showing discussion findings Complete KWL chart (learned-section) <b>4A2-</b> state report presentation <b>4A3-4</b> rubric for wampum activity and website wampum printout as well as presentation <b>4A4-</b> Journal about scenario	<b>4A1-</b> Background Information SF- Lesson 3 Overview Unit pg 21-22 -L-3 wkbk pg 7 -Free Enterprise Skit-SF-ESL support- <i>Every Student Learns</i> <b>4A2-</b> SF Overview Unit-L-4 "Land and Regions" -SF Overview Unit L-5-"Resources and the Environment" <b>4A3-4-</b> SF-text pg 20-Fact File-"Trading with the World" -Overview L-4 pg 30-also see teacher note on Economics TE-30 -Wampum for trade SF- pg 78 79 <a href="http://www.nativetech.org/beatwork/wampumgraph/index.html">www.nativetech.org/beatwork/wampumgraph/index.html</a>

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Grade 5**

		which they describe this scenario. "After you have made your wampum and decided what it represents and how you will trade- write about what would happen if a tribe tried to make you trade for something you didn't want to?"		
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<b>ESSENTIAL QUESTIONS:</b> When you think of America what do you think of?				
<b>STRAND 4: Economics.</b>		<b>NMCCS:</b> <b>RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> <b>RI4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</b> <b>RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</b> <b>RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b>		
<b>BENCHMARK: 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services;</b> Recycled Skills <i>1-D1-5. skills: research historical events and people from a variety of perspectives;</i> <i>2-A7: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues;</i>				
<b>STANDARD 4: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities and governments. Students will:</b>				
<b>PEFORMANCE STANDARD</b>	<b>CONCEPTS/SKILLS</b> Review/Extend previously introduced skill unless noted I= Introduce R=Review and Extend M=Master	<b>STUDENT ACTIVITIES AND INSTRUCTIONAL STRATEGIES (What and How)</b>	<b>ASSESSMENTS</b>	<b>STUDENT MATERIALS, RESOURCES AND TIMELINE (WEEK OF IMPLEMENTATION)</b>
4B1 -explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced?	<b>The United States Current Events and Issues in regards to</b> <ul style="list-style-type: none"> <li>• Physical layout</li> <li>• Regions</li> <li>• Products and services</li> <li>• Economic patterns</li> <li>• Trade</li> </ul> <b>New Mexico's contribution</b>	Read and collect notes about economics and production including supply and demand, commerce vocabulary, etc. by going to the commerce website named under resources. Students will produce 10-20 products and prepare to sell them on Shopping Day. Students will discuss the meanings of the terms: profit, competition, inventory, specialization, productivity, efficiency, assembly line. Students will begin to keep a Sales Journal to record number of sales and sales price.	Take the commerce quiz on the website after reading and taking notes on important topics. Teacher made-Written Assessment of skills and vocabulary	<a href="http://www.mcwdn.org/ECONOMICS/EconMain.html">http://www.mcwdn.org/ECONOMICS/EconMain.html</a>

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