

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		Grade 5	
Unit 1:	<b>Prehistory</b>	Month:	<b>3rd &amp; 4<sup>th</sup> Marking Period</b>
Unit 2:	<b>Early Civilizations/Mesopotamia</b>	Month:	<b>3rd &amp; 4<sup>th</sup> Marking Period</b>
Unit 3:	<b>American Government</b>	Month:	<b>3<sup>rd</sup> &amp; 4<sup>th</sup> Marking Period</b>
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Social Studies Curriculum**

<b>Unit Title:</b> Prehistory		<b>Unit #: 1</b>
<b>Course or Grade Level: Social Studies – Grade 5</b>		<b>Length of Time: 3rd Marking Period</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How does studying the past help us learn about today?	
<b>Content</b>	Ice Age Stone Age Carbon Dating Nomads Development of Agriculture	
<b>Skills</b>	Demonstrate migratory patterns of hunters/gatherers Compare and contrast nomadic and agrarian societies Relate agriculture to the development of civilizations Describe the impact of development of language and forms of writing (cave art) Explain how archaeological discoveries lead to understanding of life prior to written records (carbon dating)	
<b>Assessments</b>	Formative- teacher observation, homework, classwork, ongoing class time line Summative- Tests, quizzes, projects	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Visual Aides</li> <li>• Manipulatives</li> <li>• Kinesthetic activities</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math - Carbon Dating, Map Skills</li> <li>• Writing</li> <li>• Art (Cave Painting)</li> <li>• Reading skills</li> <li>• Science – plant life</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Cave Paintings</li> <li>• Mapping movement of continents</li> <li>• Scott Foresman Social Studies (Vol 6)</li> <li>• Scholastic News</li> <li>• Internet Resources</li> <li>• Power Point Lessons</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard: 6.2 World History/Global Studies</b>		
<b>Strand(s): The Beginnings of Human Society (Strands A,B,C,D)</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
	6.2.8.A.1.a – Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies	
	6.2.8.B.1.a – Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies	
	6.2.8.B.1.b – Compare and contrast how nomadic and agrarian	

	societies used land and natural resources
	6.2.8.C.1.a – Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations
	6.2.8.C.1.b – Determine the impact of technological advancements on hunter/gatherer and agrarian societies
	6.2.8.D.1.a – Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length in time
	6.2.8.D. 1.b – Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
	6.2.8.D.1.c – Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records

**Pine Hill Public Schools  
Social Studies Curriculum**

<b>Unit Title:</b> Early Civilizations/Mesopotamia		<b>Unit #: 2</b>
<b>Course or Grade Level: Social Studies – Grade 5</b>		<b>Length of Time: 3<sup>rd</sup> Marking Period</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How did civilizations develop in the Ancient River Valley Civilizations?	
<b>Content</b>	Ancient River Valley Civilizations Fertile Crescent Mesopotamia Gilgamesh & Hammurabi Babylon, Assyria, Israel Phoenicians	
<b>Skills</b>	Compare and contrast physical and political maps of ancient river valley civilizations and modern counterparts Describe how geography influenced settlement of ancient river valley civilizations List some of the achievements of the ancient river valley civilizations Discuss Hammurabi’s codes and relate them to today’s court system Determine the role of slavery in ancient river valley civilizations Analyze the impact of religion on ancient river valley civilizations Identify the factors that led to the rise and fall of various ancient river valley civilizations	
<b>Assessments</b>	Formative- teacher observation, homework, classwork, ongoing class timeline Summative- Tests, quizzes, projects	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Visual Aides</li> <li>• Manipulatives</li> <li>• Kinesthetic activities</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Science – erosion</li> <li>• Math – map skills</li> <li>• Reading Skills</li> <li>• Writing – responses</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Create cuneiform writing</li> <li>• Build a ziggurat</li> <li>• Current Events (newspaper/magazines)</li> <li>• Internet Resources</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:6.2 World History/Global Studies</b>		
<b>Strand(s): Early Civilizations &amp; the Emergence of the Pastoral People (4000-1000 BCE) (Strands A,B,C,D)</b>		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
	6.2.8.A.2.a – Explain why different ancient river valley civilizations developed similar forms of government	
	6.2.8.A.2.b – Explain how codifying laws met the needs of ancient river valley societies	
	6.2.8.A.2.c – Determine the role of slavery in the economic and social structures of ancient river valley civilizations	

	6.2.8.B.2.a – Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations
	6.2.8.B.2.b – Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt, Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now
	6.2.8.C.2.a – Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations
	6.2.8.D.2.a – Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
	6.2.8.D.2.b – Explain how the development of written language transformed all aspects of life in ancient river valley civilizations
	6.2.8.D.2.c – Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline
	6.2.8.D.2.d – Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies

**Pine Hill Public Schools  
Social Studies Curriculum**

<b>Unit Title:</b> American Government		<b>Unit #: 3</b>
<b>Course or Grade Level: Social Studies – Grade 5</b>		<b>Length of Time: 4<sup>th</sup> Marking Period (2012-2014)</b>
<b>Date Created: June 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>		
<b>Essential Questions</b>	How was the American Government created?	
<b>Content</b>	Branches of Democratic Government Declaration of Independence, US Constitution, Bill of Rights	
<b>Skills</b>	Relate key historical documents to present day government and citizenship Describe the civic leadership qualities and historical contributions of founding fathers toward the development of US government	
<b>Assessments</b>	Formal: homework, classwork, teacher observation Summative: Tests, Quizzes	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Visual Aides</li> <li>• Manipulatives</li> <li>• Kinesthetic activities</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math – map skills</li> <li>• Reading Skills</li> <li>• Writing – responses</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Internet Resources</li> <li>• Walking Tour of Historical Philadelphia</li> <li>• Storytown Reading Stories</li> <li>• Ben and Me Novel</li> <li>• Scott Foresman Text Level 5</li> </ul>	
<b>2009 NJCCCS</b>		
<b>Standard:6.1 Us History: America in the World</b>		
<b>Strand(s): Civics, Government, and Human Rights</b> History, Culture, and Perspectives		
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>	
	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e. freedom of expression, freedom of religion, the right to vote, the right to due process) contribute to the continuation and improvement of American democracy	
	6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and limits the power of government	
	4.A.5 Distinguish the roles and responsibilities of the three branches of the national government	
	4.A.6 Explain how the national and state governments share power in the federal system of government	
	4.D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States	

	Constitution, and the Bill of Rights) to present day government and citizenship
	4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.