

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		Grade 5	
Unit 1:	Prehistory	Month:	3rd & 4th Marking Period
Unit 2:	Early Civilizations/Mesopotamia	Month:	3rd & 4th Marking Period
Unit 3:	American Government	Month:	3rd & 4th Marking Period
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Social Studies Curriculum**

Unit Title: Prehistory		Unit #: 1
Course or Grade Level: Social Studies – Grade 5		Length of Time: 3rd Marking Period
Date Created: June 2012		BOE Approval Date:
Pacing		
Essential Questions	How does studying the past help us learn about today?	
Content	Ice Age Stone Age Carbon Dating Nomads Development of Agriculture	
Skills	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)	
Assessments	Formative- teacher observation, homework, classwork, ongoing class time line Summative- Tests, quizzes, projects	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Visual Aides • Manipulatives • Kinesthetic activities 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math - Carbon Dating, Map Skills • Writing • Art (Cave Painting) • Reading skills • Science – plant life 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Cave Paintings • Mapping movement of continents • Scott Foresman Social Studies (Vol 6) • Scholastic News • Internet Resources • Power Point Lessons 	
2009 NJCCCS		
Standard: 6.2 World History/Global Studies		
Strand(s): The Beginnings of Human Society (Strands A,B,C,D)		
Content Statement(s):	CPI # / CPI(s):	
	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

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Unit Title: Early Civilizations/Mesopotamia		Unit #: 2
Course or Grade Level: Social Studies – Grade 5		Length of Time: 3rd Marking Period
Date Created: June 2012		BOE Approval Date:
Pacing		
Essential Questions	How did civilizations develop in the Ancient River Valley Civilizations?	
Content	Ancient River Valley Civilizations Fertile Crescent Mesopotamia Gilgamesh & Hammurabi Babylon, Assyria, Israel Phoenicians	
Skills	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	
Assessments	Formative- teacher observation, homework, classwork, ongoing class timeline Summative- Tests, quizzes, projects	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Visual Aides • Manipulatives • Kinesthetic activities 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Science – erosion • Math – map skills • Reading Skills • Writing – responses 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Create cuneiform writing • Build a ziggurat • Current Events (newspaper/magazines) • Internet Resources 	
2009 NJCCCS		
Standard:6.2 World History/Global Studies		
Strand(s): Early Civilizations & the Emergence of the Pastoral People (4000-1000 BCE) (Strands A,B,C,D)		
Content Statement(s):	CPI # / CPI(s):	
	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**

Unit Title: American Government		Unit #: 3
Course or Grade Level: Social Studies – Grade 5		Length of Time: 4th Marking Period (2012-2014)
Date Created: June 2012		BOE Approval Date:
Pacing		
Essential Questions	How was the American Government created?	
Content	Branches of Democratic Government Declaration of Independence, US Constitution, Bill of Rights	
Skills	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	
Assessments	Formal: homework, classwork, teacher observation Summative: Tests, Quizzes	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Visual Aides • Manipulatives • Kinesthetic activities 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math – map skills • Reading Skills • Writing – responses 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Internet Resources • Walking Tour of Historical Philadelphia • Storytown Reading Stories • Ben and Me Novel • Scott Foresman Text Level 5 	
2009 NJCCCS		
Standard:6.1 Us History: America in the World		
Strand(s): Civics, Government, and Human Rights History, Culture, and Perspectives		
Content Statement(s):	CPI # / CPI(s):	
	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
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	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.
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