



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

QUARTER	COMPETENCY/OBJECTIVES
(C-Civics) (H-History) (G-Geography) (E-Economics)	
QUARTER 1	
1	<b>1. Examine the historical development of the United States of America. (H, G)</b>
1	a. Identify the various groups who migrated to North America and the cause(s) of this migration. {On-going}
1	b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.). {On-going}
1	c. Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.). {On-going}
1	d. Analyze past and present patterns of rural/urban migrations within the United States. {On-going}
1	<b>2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) {On-going}</b>
1	<b>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools. (C, H, G, E)</b>
1	a. Analyze how “national” and “state” boundaries developed and have changed over time (e.g., Native American, Colonial, Louisiana Purchase, etc.). {On-going}
1	b. Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, states and capitals). {On-going}
1	c. Measure/calculate distance on a variety of maps (e.g., map scales, etc.). {On-going}
1	d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.). {On-going}
1	e. Identify cardinal and intermediate directions on maps. {On-going}
1	f. Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing etc.). {On-going}
1	g. Explain map essentials (e.g., scale, map symbols, elevation, etc.). {On-going}
1	h. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.). {On-going}
1	i. Develop and use mental maps for identifying location. {On-going}
1	j. Identify continents and place the United States appropriately.
1	k. Using social studies tools, identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). {On-going}
1	<b>4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) {On-going}</b>
1	b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Fathers, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).
1	<b>5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) {On-going}</b>



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

<b>QUARTER</b>	<b>COMPETENCY/OBJECTIVES</b>
<b>QUARTER 1</b>	
1	<b>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C, E) {On-going}</b>
1	d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.
1	<b>7. Investigate how human technology and nature alters the environment. (G, H, C) {On-going}</b>
<b>GSD SKILLS</b>	
SS1	Associate a country with its explorations/explorers.



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

QUARTER	COMPETENCY/OBJECTIVE
	<b>Quarter 2</b>
2	<b>1. Examine the historical development of the United States of America. (H, G)</b>
2	a. Identify the various groups who migrated to North America and the cause(s) of this migration. {On-going}
2	b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.). {On-going}
2	c. Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.). {On-going}
2	d. Analyze past and present patterns of rural/urban migrations within the United States. {On-going}
2	<b>2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) {On-going}</b>
2	a. Determine how democratic principles developed (e.g., women’s suffrage, civil rights, etc.)
2	b. Compare our democratic principles to those of non-democratic nations.
2	c. Research/analyze how democratic events and symbols have evolved (e.g., flag, voting inaugurations, etc.).
2	<b>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)</b>
2	a. Analyze how “national” and “state” boundaries developed and have changed over time (e.g., Native American, Colonial, Louisiana Purchase, etc.). {On-going}
2	b. Identify and locate the five regions of the United States including major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, states and capitals). {On-going}
2	c. Measure/calculate distance on a variety of maps (e.g., map scales, etc.). {On-going}
2	d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.). {On-going}
2	e. Identify cardinal and intermediate directions on maps. {On-going}
2	f. Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing etc.). {On-going}
2	g. Explain map essentials (e.g., scale, map symbols, elevation, etc.). {On-going}
2	h. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.). {On-going}
2	i. Develop and use mental maps for identifying location. {On-going}
2	j. Identify continents and place the United States appropriately.
2	k. Using social studies tools, identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). {On-going}



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

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<b>QUARTER 2</b>	
2	<b>4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) {On-going}</b>
2	a. Explain how the powers of the national government are distributed, shared, and limited.
2	b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., the Founding Father, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).
2	c. Define “rule of law” and explain how it protects individual rights of citizens.
2	<b>5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) {On-going}</b>
2	a. Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc.).
2	b. Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).
2	c. Identify civic rights and responsibilities (e.g., voting, paying taxes, etc.).
2	<b>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C, E) {On-going}</b>
2	c. Explain the triangular trade route of 16 <sup>th</sup> and 17 <sup>th</sup> century that linked North America, Africa, and Europe and explain how the trade influenced the history of those continents.
2	d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.
2	e. Identify and explain factors that contribute to conflict within and between the United States and other countries.
2	<b>7. Investigate how human technology and nature alters the environment. (G, H, C) {On-going}</b>
<b>GSD SKILLS</b>	
SS2	Explain how slaves were transported from Africa to America via the “middle passage.”
SS3	Explain plantation life in the Caribbean and British North America.



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**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

QUARTER	COMPETENCY/OBJECTIVES
	<b>QUARTER 3</b>
3	<b>1. Examine the historical development of the United States of America. (H, G)</b>
3	b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.). {On-going}
3	c. Analyze the formation of and territorial expansion of our nation (e.g., founding of the original thirteen English colonies, Westward Expansion, addition of states and territories, etc.). {On-going}
3	d. Analyze past and present patterns of rural/urban migrations within the United States. {On-going}
3	<b>2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) {On-going}</b>
3	a. Determine how democratic principles developed (e.g., women’s suffrage, civil rights, etc.)
3	b. Compare our democratic principles to those of non-democratic nations.
3	c. Research/analyze how democratic events and symbols have evolved (e.g., flag, voting inaugurations, etc.).
3	<b>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)</b>
3	c. Measure/calculate distance on a variety of maps (e.g., map scales, etc.). {On-going}
3	d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.). {On-going}
3	e. Identify cardinal and intermediate directions on maps. {On-going}
3	f. Evaluate land use with a variety of maps (e.g., farming, industrial, recreation, housing etc.). {On-going}
3	g. Explain map essentials (e.g., scale, map symbols, elevation, etc.). {On-going}
3	h. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.). {On-going}
3	i. Develop and use mental maps for identifying location. {On-going}
3	k. Using social studies tools, identify and compare the characteristics of the five regions of the United States (e.g., solid, landforms, vegetation, wildlife, climate, etc.). {On-going}
3	<b>4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) {On-going}</b>
3	c. Define “rule of law” and explain how it protects individual rights of citizens.
3	<b>5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) {On-going}</b>
3	a. Explain the meaning of American citizenship (e.g., change in definition of citizen over time, the process of becoming a citizen, etc.).



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

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<b>QUARTER 3</b>	
3	b. Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).
3	c. Identify civic rights and responsibilities (e.g., voting, paying taxes, etc.).
3	<b>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C, E) {On-going}</b>
3	a. Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).
3	b. Research the movement of a product from manufacture to use.
3	d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.
3	e. Identify and explain factors that contribute to conflict within and between the United States and other countries.
3	<b>7. Investigate how human technology and nature alters the environment. (G, H, C) {On-going}</b>
3	a. Analyze the effects of different types of technology on places (e.g., railroads in the 19 <sup>th</sup> century, satellite communications in the 20 <sup>th</sup> century, etc.).
3	b. Use social studies tools to determine how changing technology has affected the relationship between people and places.
<b>GSD SKILLS</b>	



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

QUARTER	COMPETENCY/OBJECTIVES
<b>QUARTER 4</b>	
4	<b>1. Examine the historical development of the United States of America. (H, G)</b>
4	b. Investigate the impact of the various cultural groups who settled the United States (e.g., Native American, Europeans, Africans, Asians, etc.). {On-going}
4	<b>2. Discover how democratic values were established and have been exemplified by people, events, and symbols. (C, H) {On-going}</b>
4	a. Determine how democratic principles developed (e.g., women’s suffrage, civil rights, etc.)
4	b. Compare our democratic principles to those of non-democratic nations.
4	c. Research/analyze how democratic events and symbols have evolved (e.g., flag, voting inaugurations, etc.).
4	<b>3. Analyze spatial and ecological relationships between people, places, and environments utilizing social studies tools (e.g., timelines, mental and physical maps, globes, resources, graphs, a compass rose, political cartoons, charts, primary and secondary sources, technology, and other geographical representations). (C, H, G, E)</b>
4	c. Measure/calculate distance on a variety of maps (e.g., map scales, etc.). {On-going}
4	d. Analyze geographic information using social studies tools (e.g., graphs, timelines, maps, charts, globes, technology, etc.). {On-going}
4	e. Identify cardinal and intermediate directions on maps. {On-going}
4	g. Explain map essentials (e.g., scale, map symbols, elevation, etc.). {On-going}
4	h. Interpret special purpose maps and their uses (e.g., climate, vegetation, population, topographic, etc.). {On-going}
4	i. Develop and use mental maps for identifying location. {On-going}
4	<b>4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H) {On-going}</b>
4	c. Define “rule of law” and explain how it protects individual rights of citizens.
4	<b>5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H) {On-going}</b>
4	b. Identify the character traits that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, rule of law, etc.).
4	c. Identify civic rights and responsibilities (e.g., voting, paying taxes, etc.).



**Gulfport School District**  
**PACING GUIDE**  
**FIFTH GRADE**  
**Social Studies**  
**United States Studies**

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<b>QUARTER 4</b>	
4	<b>6. Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy. (C, E) {On-going}</b>
4	a. Compare and contrast human and physical factors that affect economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, corporations, etc.).
4	b. Research the movement of a product from manufacture to use.
4	d. Draw conclusions about how regional differences or similarities in religion, resources, etc. may lead to cooperation or conflict.
4	e. Identify and explain factors that contribute to conflict within and between the United States and other countries.
4	<b>7. Investigate how human technology and nature alters the environment. (G, H, C) {On-going}</b>
4	a. Analyze the effects of different types of technology on places (e.g., railroads in the 19 <sup>th</sup> century, satellite communications in the 20 <sup>th</sup> century, etc.).
4	b. Use social studies tools to determine how changing technology has affected the relationship between people and places.
<b>GSD SKILLS</b>	