

Pojoaque Valley Schools

Social Studies CCSS Pacing Guide

5th Grade

**Skills adapted from
Kentucky Department of Education
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 2
2015-2016

Pojoaque Valley Schools Social Studies Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of Common Core State Standards (CCSS) over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The **Social Studies** CCSS pacing guides contain the following elements:

- **Strand:** Identify the type of standard
- **Standard Band:** Identify the sub-category of a set of standards.
- **Benchmark:** Identify the grade level of the intended standards
- **Grade Specific Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Skills and Knowledge by Quarter:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts, Mathematics, and Social Studies are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge, Skills and Understanding: The knowledge, skill and understanding field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). This field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Standards Codes for all Standards Connected to this Area: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student’s in moving from one level to another. In the case of this set of materials, level IV incorporates the NMPED Advanced Curriculum goals, objectives and expected outcomes. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 History				
Content Standard I: 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		5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day		Standard 1-A New Mexico
Grade 5: 1. Describe changes of governance of New Mexico (e.g., Indigenous, Spanish, Mexican, French, Texan, Confederate, United States) 2. Explain the reasons for European exploration of the Americas.	Quarter 1: Explain the reasons for European exploration of the Americas.	Quarter 2: Describe changes of governance of New Mexico (e.g., indigenous, Spanish, Mexican, French, Texan, confederate, United States)	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Identify the reasons for exploration of the Americas and the changes in NM governance</p>	<p>Indigenous</p> <p>Confederate</p> <p>Change of governance</p>	<p>Many explorers made their way to North America and across the US.</p> <p>New Mexico began in the hands of the Indigenous people and after many different changes is now governed by the US.</p>	<p>CCSS W.5.2 Write informative / explanatory texts to examine a topic and convey ideas and information clearly</p> <p>CCSS RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>CCSS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>CCSS RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>CCSS ELA SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Level I: Able to identify one reason for exploration.</p> <p>Able to identify at least one form of government from New Mexico’s history (indigenous, Spanish, Mexican, French, Texan, confederate, United States).</p> <p>Level II: Able to identify at least two reasons for exploration.</p> <p>Able to identify at least two forms of government in New Mexico’s history and demonstrate understanding of the change in governance from one to the other.</p> <p>Level III: Able to describe—using specific examples—at least three reasons for exploration.</p> <p>Able to identify <i>all</i> forms of government from New Mexico’s history and trace—using evidence—the change between three forms.</p> <p>ADVANCED CURRICULUM Level IV: Able to explain in detail the reasons for exploration with examples and able to list the changes in governance in history and the reasons behind each change.</p>

			<p>CCSS ELA SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>CCSS MD.5.B.2 Make a line plot to display a data set of measurements in fractions of a unit</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

New Mexico Office of the State Historian

<http://newmexicohistory.org/>

A rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline.

New Mexico Art Tells New Mexico History

<http://online.nmartmuseum.org/nmhistory/>

From the New Mexico Museum of Art, images of artworks are supplemented with text and a rich collection of links.

New Mexico History Museum

<http://www.nmhistorymuseum.org/index.php>

Includes online exhibitions and photo archive.

New Mexico Digital Collections

<http://econtent.unm.edu/index.php>

Digital archive of photographs, manuscripts, music, and more from libraries, museums, and cultural centers throughout New Mexico.

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Printed Media: Non Fiction

The First Americans: Prehistory – 1600. Hakim, Joy. Published 2005.

PVIS Library: 973.1 HAK

Nuevo Mexico: an Anthology of History. Published 2009.
PRES Library: 978.9 W
PVHS Library: 978.9 NEW

On Order for the Intermediate Library

New Mexico: the Land of Enchantment. Bjorklund, Ruth. Published 2016.

New Mexico: the Land of Enchantment. Leaf, Christina. Published 2014. BL: 4.5

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aronson, Marc. Published 2007. BL: 7.6

Other Resources

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 History				
Content Standard I: 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		5-8 Benchmark 1-B. 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		Standard 1-B United States
<p>Grade 5:</p> <p>1. 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>2. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)</p> <p>3. Explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence, the federalist papers, United States constitution, bill of rights, the Gettysburg address)</p>	<p>Quarter 1:</p> <p>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>Quarter 2:</p> <p>Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)</p> <p>Explain the significance of major historical documents (e.g., the Mayflower compact, the Declaration of Independence, the Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg address)</p> <p>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)</p>	<p>Quarter 3:</p> <p>Explain the significance of major historical documents (e.g., the Mayflower Compact, the Declaration of Independence, the Federalist Papers, United States Constitution, Bill of Rights, the Gettysburg Address)</p> <p>Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict</p>	<p>Quarter 4:</p>

<p>4. 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)</p> <p>5. Describe how the introduction of slavery into the Americas, and especially the United States, laid a foundation for conflict</p> <p>6. Explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, and assemblies).</p>		<p>Explain early representative government and identify democratic practices that emerged (e.g., Iroquois nation model, town meetings, and assemblies).</p>		
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Identify the people and their motivation for European exploration</p> <p>Identify how government came to be and the major historical documents and their purpose.</p> <p>Identify negative impact of slavery</p>	<p>Mayflower Compact</p> <p>The Declaration of Independence</p> <p>The Federalist Papers</p> <p>United States Constitution</p> <p>Bill of Rights</p> <p>The Gettysburg Address</p>	<p>European explorers include: Leif Ericson, Christopher Columbus, John Cabot, Hernán Cortez, Jacques Cartier, Henry Hudson</p> <p>Reasons for colonization include religious freedom, desire for land, economic opportunity, a new way of life Influenced by John Smith, William Penn, Lord Baltimore</p> <p>Slavery led to the Civil War</p>	<p>CCSS RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>CCSS RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>CCSS W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Level I: Able to identify one motivation for early European exploration and colonization of the Americas.</p> <p>Able to identify one major historic document and demonstrate its importance.</p> <p>Able to identify one form of early representative government or democratic practice in American history.</p> <p>Level II: Able to identify and describe—using specific examples—at least three motivations for early European exploration and colonization of the Americas.</p> <p>Able to identify at least three historic documents and demonstrate the importance of each.</p> <p>Able to identify and describe—using specific detail--forms of early representative government or democratic practices in American history.</p> <p>Level III: Able to identify and describe—using specific examples of historic events--the interactions between American Indians and European settlers including in: agriculture, cultural exchanges, alliances and conflicts.</p> <p>ADVANCED CURRICULUM Level IV: Able to analyze—using historic documents and events--the impacts of slavery beginning with the introduction of slavery into the United States and how that laid a foundation for conflict.</p>

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Online Resources

Ben's Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Overview of branches of government, how laws are made, the election process, and key American symbols and historical documents for kids.

Kids InfoBits

<http://elportalnm.org/elementary.php>

Searches such as "John Smith" or "Mayflower Compact" will yield collections of ebooks, articles, and photos.

Colonial Williamsburg Kids Zone

<http://www.history.org/kids/>

Includes games and activities for kids as well as lesson plans and other resources for teachers about daily life in colonial Williamsburg.

Colonial Williamsburg History

<http://www.history.org/history/index.cfm>

Includes an overview of the history, people, trades, clothing and more of colonial Williamsburg.

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Biography: Explorers

<http://www.biography.com/search?query=explorers>

These search results for "explorers" contain short biographies. Many include video clips as well.

Printed Media: Non Fiction

The Bill of Rights. Donnelly, Karen J. Published 2004. BL: 4.7

PVIS Library: 342.73 DON

The Constitution. Sherman, Josepha. Published 2004. BL: 5.6

PVIS Library: 342.73 SHE

The Constitution. Pierce, Alan. Published 2005. BL: 7.4

PVIS Library: 342.7302 PIE

The Bill of Rights. Hamilton, John. Published 2005. BL: 5.9

PVIS Library: 342.7308 HAM

Voyages of Discovery. Morris, Neil. Published 2009. BL: 8.6
PVIS Library: 910.9 MOR

Ferdinand Magellan. Petrie, Kristin. Published 2007. BL: 4.9
PVIS Library: 910.92

Henry Hudson. Petrie, Kristin. Published 2007. BL: 4.8
PVIS Library: 910.92

Lewis and Clark. Petrie, Kristin. Published 2007. BL: 5.0
PVIS Library: 917.804

Who Was First?: Discovering the Americas. Freedman, Russell. Published 2007. BL: 8.6
PVIS Library: 970.01 FRE

Vasco Nunez de Balboa. Petrie, Kristin. Published 2007. BL: 4.7
PVIS Library: 972.8

Juan Ponce de Leon. Petrie, Kristin. Published 2007. BL: 4.7
PVIS Library: 972.9

Jamestown. Tieck, Sarah. Published 2008. BL: 4.0
PVIS Library: 973.2 TIE

Master George's People: George Washington, his Slaves, and his Revolutionary Transformation. Delano, Marfe Ferguson. Published 2013. BL: 7.7
PVIS Library: 973.4 DEL

John Smith. Petrie, Kristin. Published 2007. BL: 4.8
PVIS Library: 975.5

La Salle. Petrie, Kristin. Published 2007. BL: 4.6
PVIS Library: 977.01

On Order for the Intermediate Library

You Wouldn't Want to be a Viking Explorer!: Voyages You'd Rather Not Make. Langley, Andrew. Published 2014. BL: 4.8

You Wouldn't Want to Sail with Christopher Columbus!: Uncharted Waters You'd Rather Not Cross. Published 2014. BL: 4.4

Christopher Columbus. Rajczak, Michael. Published 2015. BL: 4.5

Where Do You Think You're Going, Christopher Columbus? Fritz, Jean. Published 1997. BL: 5.8

1492: New World Tales. Young, Richard. Published 2013.

Who Really Discovered America? Asselin, Kristine Carlson. Published 2011. BL: 4.5

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aronson, Marc. Published 2007. BL: 7.6

Who Was William Penn?: and Other Questions About the Founding of Pennsylvania. Figley, Marty Rhodes. Published 2012. BL: 5.8

The Gettysburg Address. Lincoln, Abraham. Published 1995. BL: 4.3

Just a Few Words Mr. Lincoln: the Story of the Gettysburg Address. Fritz, Jean. Published 2011. BL: 2.9

What is the Declaration of Independence? Harris, Michael. Published 2016.

Documents of Freedom: a Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution. Swain, Gwentyth. Published 2012. BL: 4.9

Encounter. Yolen, Jane. Published 1996. BL: 4.2

1607: a New Look at Jamestown. Lange, Karen. Published 2007. BL: 6.8

...If You Lived When There was Slavery in America. Kamma, Anne. Published 2004. BL: 5.1

The French and Indian War. Caravantes, Peggy. Published 2013. BL: 5.6

Squanto's Journey: the Story of the First Thanksgiving. Published 2007. BL: 4.2

Pilgrims: a Nonfiction Companion to Thanksgiving on Thursday. Osborne, Mary Pope. Published 2004. BL: 4.2

Thanksgiving on Thursday. Osborne, Mary Pope. Published 2002. BL: 3.3

Making Thirteen Colonies. Hakim, Joy. Published 2005.

Colonization and Settlement in the New World: 1585-1763. McCarthy, Pat. Published 2014. BL: 5.8

Other Resources

Early Settlers.
PVIS Library: DVD

Native American Life
PVIS Library: DVD

United States Constitution
PVIS Library: DVD

American Independence
PVIS Library: DVD

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STRAND 5-8 History				
Content Standard I: 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		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:		Standard 1-C World
Grade 5: 1. Describe the characteristics of early societies, including the development of tools and adaptation to environments 2. Identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization 3. Identify the European countries that colonized the North American continent and their areas of settlement 4. Describe the development of slavery as a widespread practice that limits human freedoms and potentials.	Quarter 1: Describe the characteristics of early societies, including the development of tools and adaptation to environments	Quarter 2: Identify, describe and explain the political, religious, economic and social conditions in Europe that led to the era of colonization Identify the European countries that colonized the North American continent and their areas of settlement	Quarter 3: Describe the development of slavery as a widespread practice that limits human freedoms and potentials.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Describe the characteristics of early societies, including the development of tools and adaptation to environments</p> <p>Identify the reason for the colonization of European countries and where they colonized the North American continent and</p> <p>Describe the development of slavery as a widespread practice that limits human freedoms and potentials.</p>	<p>Colonization</p> <p>Slavery</p> <p>Freedom</p>	<p>Students need to understand the political, religious, economic and social conditions in Europe that led to them coming to North America</p>	<p>CCSS RI 5.4 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts</p> <p>CCSS RI. 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>Level I: Able to identify at least two characteristics of early societies; including tools and adaptation to the environment.</p> <p>Identify the European countries that colonized North America and their areas of settlement.</p> <p>Level II: Able to identify at least two events or conditions that led to colonization.</p> <p>Able to describe—using specific historic examples—the characteristics of early societies.</p> <p>Level III: Able explain the historic events that led to colonization.</p> <p>Able to describe—using historic documents and events--the development of slavery.</p> <p>ADVANCED CURRICULUM Level IV: Able to analyze the conditions in Europe that led to colonization; including political, religious, economic and social; as well as the effects on the lives of the colonized peoples.</p> <p>Able to analyze slavery as a widespread practice that denies human freedom and potential.</p>

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<http://school.eb.com>

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Kids InfoBits

<http://elportalnm.org/elementary.php>

Searches such as “Slavery” or “Colonization” will yield collections of ebooks, articles, and photos.

Printed Media: Non Fiction

African American Slave Trade. Hatt, Christine. Published 2004. BL: 9.0

PVIS Library: 306.3 HAT

How We Came to the Fifth World: a Creation Story from Ancient Mexico. Rohmer, Harriet. Published 1988. BL: 4.5

PVIS Library: 398.2 ROH

Voyages of Discovery. Morris, Neil. Published 2009. BL: 8.6

PVIS Library: 910.9 MOR

The First Americans: Prehistory – 1600. Hakim, Joy. Published 2005.

PVIS Library: 973.1 HAK

Master George’s People: George Washington, his Slaves, and his Revolutionary Transformation. Delano, Marfe Ferguson. Published 2013. BL: 7.7

PVIS Library: 973.4 DEL

Printed Media: Fiction

Forge. Anderson, Laurie Halse. Published 2010. BL: 5.4

PVIS Library: FIC AND

Never Forgotten. McKissack, Patricia C. Published 2011. BL: 4.1

PVIS Library: FIC MCK

Lights on the Nile. Napoli, Donna Jo. Published 2011. BL: 4.8

PVIS Library: FIC NAP

Tut Tut. Scieszka, Jon. Published 1996. BL: 4.2

PVIS Library: FIC SCI

On Order for the Intermediate Library

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aronson, Marc. Published 2007. BL: 7.6

... If You Lived When There was Slavery in America. Kamma, Anne. Published 2004. BL: 5.1

Chains. Anderson, Laurie Halse. Published 2008. BL: 5.2

I Lay My Stiches Down: Poems of American Slavery. Grady, Cynthia. Published 2012. BL: 6.3

A Primary Source History of Slavery in the United States. Kimmel, Allison Crotzer. Published 2015. BL: 6.3

Colonization and Settlement in the New World: 1585-1763. McCarthy, Pat. Published 2014. BL: 5.8

Making Thirteen Colonies. Hakim, Joy. Published 2005.

Ancient Egypt. Smith, Miranda. Published 2010.

Tools and Treasures of Ancient China. Ransom, Candice F. Published 2014. BL: 4.3

Tools and Treasures of Ancient Rome. Doeden, Matt. Published 2014. BL: 4.5

Tools and Treasures of the Ancient Maya. Doeden, Matt. Published 2014. BL: 4.2

Tools and Treasures of Ancient Mesopotamia. Doeden, Matt. Published 2014. BL: 4.7

Tools and Treasures of Ancient Egypt. Doeden, Matt. Published 2014. BL: 4.4

Tools and Treasures of Ancient Greece. Doeden, Matt. Published 2014. BL: 4.5

Ancient Pueblo: Archaeology Unlocks the Secrets of America's Past. Croy, Anita. Published 2007. BL: 7.4

Secrets of Mesa Verde: Cliff Dwellings of the Pueblo. Fay, Gail. Published 2015. BL: 5.0

Other Resources

African American Life.

PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 History				
Content Standard I: 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		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:		Standard 1-D Skills
<p>Grade 5:</p> <ol style="list-style-type: none"> Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders) Gather, organize and interpret information using a variety of media and technology Show the relationship between social contexts and events Use effective communication skills and strategies to share research findings 	<p>Quarter 1:</p> <ol style="list-style-type: none"> Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders) Gather, organize and interpret information using a variety of media and technology Show the relationship between social contexts and events Use effective communication skills and strategies to share research findings 	<p>Quarter 2:</p> <ol style="list-style-type: none"> Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders) Gather, organize and interpret information using a variety of media and technology Show the relationship between social contexts and events Use effective communication skills and strategies to share research findings 	<p>Quarter 3:</p> <ol style="list-style-type: none"> Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders) Gather, organize and interpret information using a variety of media and technology Show the relationship between social contexts and events Use effective communication skills and strategies to share research findings 	<p>Quarter 4:</p> <ol style="list-style-type: none"> Differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information Use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders) Gather, organize and interpret information using a variety of media and technology Show the relationship between social contexts and events Use effective communication skills and strategies to share research findings

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Locate and use primary and secondary sources to acquire information for historical information then Gather, organize and interpret information using a variety of media and technology and be able to communicate findings.</p>	<p>computer software</p> <p>interviews</p> <p>biographies</p> <p>oral histories</p> <p>print</p> <p>visual material</p> <p>artifacts</p>	<p>Skills: research historical events and people from a variety of perspectives:</p>	<p>CCSS RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p>CCSS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>CCSS W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Level I: Able to use primary and secondary sources and other resources (libraries, museums, historic societies, etc) to obtain historic information.</p> <p>Able to gather and organize historic information into a written form.</p> <p>Level II: Able to demonstrate the different purposes of primary and secondary sources in historic research.</p> <p>Level III: Able to interpret and communicate historic information using a variety of media and technology.</p> <p>ADVANCED CURRICULUM Level IV: Able to demonstrate—using specific evidence and documentation—the relationship between a historic event and the social context in which it occurred.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

PVSD: Use Our Libraries

<http://pvs.k12.nm.us/use-our-libraries/>

Your school library webpage provides access to age-appropriate databases, the library catalog, and online tutoring.

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits

<http://elportalnm.org/elementary.php>

Online database and research tool for students in grades K-5.

Your Local Public Libraries

<http://www.puebloofpojoaquepubliclibrary.org/>

<https://santafelibrary.org/>

<http://www.losalamosnm.us/library/Pages/default.aspx>

<http://www.youseemore.com/espanola/>

With a library card, students and teachers have access to online databases, ebooks, audiobooks, movies and more. Many public library websites also have a page for kids with a librarian-curated collection of links to resources.

New Mexico Office of the State Historian

<http://newmexicohistory.org/>

A rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline.

Library of Congress: Families

<https://www.loc.gov/families/>

Lists of Library of Congress websites for kids and families, including access to primary resources.

Printed Media: Non Fiction

Titanic: a Primary Source History. Molony, Senan. Published 2006. BL: 8.5
PVIS Library: 910.91634

World War I: a Primary Source History. Saunders, Nicholas. Published 2006. BL: 9.4
PVIS Library: 940.3 SAU

The Holocaust: a Primary Source History. Bartel, Judy. Published 2006. BL: 8.8
PVIS Library: 940.53 BAR

World War II: a Primary Source History. Hynson, Colin. Published 2006. BL: 7.4
PVIS Library: 940.53 HYN

The Vietnam War: a Primary Source History. Mason, Andrew. Published 2006. BL: 8.9
PVIS Library: 959.704 MAS

The Great Depression: a Primary Source History. Schultz, Stanley. Published 2006. BL: 8.4
PVIS Library: 973.91 SCH

On Order for the Intermediate Library

Know What to Ask: Forming Great Research Questions. Fontichiaro, Kristen. Published 2013. BL: 4.7 (Includes activities)

Plan It: Conducting Short Term and Long Term Research. Coleman, Miriam. Published 2013.

Cite It: Selecting Credible Sources. Coleman, Miriam. Published 2013.

Find It: Searching for Information. Coleman, Miriam. Published 2013.

Analyze It: Looking at Texts Critically. Coleman, Miriam. Published 2013.

A Primary Source History of Slavery in the United States. Kimmel, Allison Crotzer. Published 2015. BL: 6.3

A Primary Source History of Westward Expansion. Otfinoski, Steven. Published 2015. BL: 5.9

Other Resources

Your School Librarian

Mrs. Exposito and the IA at the PVIS library are available to teach (or co-teach) students how to do research and how to be effective library users. Your librarians are also available to meet with teachers one-on-one and to pull resources for assignments.

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 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:		Standard 2-A
Grade 5: 1. Make and use different kinds of maps, globes, charts and databases 2. Demonstrate how different areas of the United States are organized and interconnected; 3. Identify and locate each of the fifty states and capitols of the United States 4. Identify tribal territories within states; 5. Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) 6. Demonstrate a relational understanding of time zones 7. Use spatial organization to communicate information 8. Identify and locate natural and man-made features of local, regional, state, national and international locales	Quarter 1: Make and use different kinds of maps, globes, charts and databases Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) Demonstrate a relational understanding of time zones Use spatial organization to communicate information	Quarter 2: Make and use different kinds of maps, globes, charts and databases Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) Use spatial organization to communicate information Identify and locate natural and man-made features of local, regional, state, national and international locales (With Land and Water ISEC Kit)	Quarter 3: Make and use different kinds of maps, globes, charts and databases Demonstrate how different areas of the United States are organized and interconnected Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) Use spatial organization to communicate information	Quarter 4: Make and use different kinds of maps, globes, charts and databases Identify and locate each of the fifty states and capitols of the United States Identify tribal territories within states Employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) Demonstrate a relational understanding of time zones Use spatial organization to communicate information

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Identify places on multiple recourses and show how they are connected. They can identify territories and all while using correct vocabulary.</p>	<p>Map</p> <p>Globe</p> <p>Chart</p> <p>Database</p> <p>Tribal Territories</p> <p>Latitude</p> <p>Longitude</p> <p>Interdependence</p> <p>Accessibility</p> <p>Connections</p> <p>Time Zones</p> <p>Natural vs. Manmade</p>	<p>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>CCSS RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>CCSS RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>CCSS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>CCSS SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS MP.2 Reason abstractly and quantitatively.</p> <p>CCSS MP.4 Model with mathematics.</p> <p>NGSS 5-ESS2-2.Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p>Level I: Able to use maps, globes to identify how different areas of the United States are interconnected, to identify and locate each of the fifty states of the United States and their tribal territories and to identify and locate natural and man-made features of local places, using directional vocabulary (e.g., north, south...).</p> <p>Able to identify New Mexico’s time zone.</p> <p>Level II: Able to use maps, globes to demonstrate how different areas of the United States are organized and interconnected, to identify and locate each of the fifty states and their capitols and tribal territories and to identify and locate natural and man-made features of local, regional, state, locales using fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, bordering states).</p> <p>Able to identify 3 of 5 time zones.</p> <p>Level III: Able to create and use different kinds of maps, globes, charts and databases to demonstrate how different areas of the United States are organized and interconnected; to identify and locate each of the fifty states and their capitols and tribal territories; to identify and locate natural and man-made features of local, regional, state, national and international locales.</p> <p>Able to employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) using spatial organization to communicate information.</p> <p>Able to demonstrate a relational understanding of all time zones in the US.</p>

				<p>ADVANCED CURRICULUM Level IV: Create different kinds of maps, globes charts and databases to explain in detail how different areas of the United States are organized and interconnected; to identify and locate natural and man-made features of local, regional, state, national and international locales. Able to employ fundamental geographic vocabulary (e.g., latitude, longitude, interdependence, accessibility, connections) using spatial organization to communicate information.</p> <p>Able to demonstrate a relational understanding of all global time zones</p>
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Google Maps

<http://maps.google.com>

Search for maps of any location worldwide. Zooming in or out will result in detailed, street maps or more general maps of a much larger region.

Kids InfoBits: Geography and Map Terms

<http://elportalnm.org/elementary.php>

Follow the path Kids InfoBits: Geography: Geography and Map Terms to find collections of resources, each containing ebooks, images, and articles.

National Geographic: Mapping

<http://education.nationalgeographic.org/mapping/>

A great collection of resources can be found under the menu heading “Mapping,” including an interactive mapmaking tool, activities, and games.

NEA: Teaching with Maps

<http://www.nea.org/tools/lessons/teaching-with-maps.html>

Lesson plans and other resources for teachers of all grade levels.

Britannica School

<http://school.eb.com>

This online encyclopedia includes an interactive world atlas and a Geography Explorer game.

Printed Media: Non Fiction

Disasters on the Map. Wood, Alix. Published 2015.
PVIS Library: 363.34 WOO

Dinosaurs on the Map. Wood, Alix. Published 2015.
PVIS Library: 567.9 WOO

Hunting on the Map. Wood, Alix. Published 2015.
PVIS Library: 912 WOO

On Order for the Intermediate Library

National Geographic Kids United States Atlas (set of 6). Published 2012.

National Geographic Kids World Atlas (set of 6). Published 2013.

Keys, Legends, and Symbols in Maps. Quinlan, Julia J. Published 2012.

Scale and Distance in Maps. Quinlan, Julia J. Published 2012.

Different Kinds of Maps. Quinlan, Julia J. Published 2012.

Latitude, Longitude, and Direction. Quinlan, Julia J. Published 2012.

Angry Birds Explore the World!: Packed with Animals, Fun Facts, Games, Maps, and More! Published 2014. BL: 7.0

Time Zones. Nagelhout, Ryan. Published 2015.

Other Resources

Globes (set of 5).

State Capitols.
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:		Standard 2-B
Grade 5: 1. Describe human and natural characteristics of places 2. Describe similarities and differences among regions of the globe, and their patterns of change.	Quarter 1: Describe similarities and differences among regions of the globe, and their patterns of change.	Quarter 2: Describe human and natural characteristics of places	Quarter 3:	Quarter 4: Describe similarities and differences among regions of the globe, and their patterns of change.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Compare and Contrast the characteristics of the regions of the globe</p>		<p>Students need to explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:</p>		<p>Level I: Able to identify at least one human and natural characteristic of a place.</p> <p>Level II: Able to identify and describe two or more human and natural characteristics of a place.</p> <p>Able to describe similarities and differences among regions in the state.</p> <p>Level III: Able to describe similarities and differences among regions around nation and the globe.</p> <p>ADVANCED CURRICULUM Level IV: Able to examine patterns of change over time in regions around the state, nation and globe; including geographic, social and cultural changes.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

<p>Online Resources</p> <p>New Mexico True: Regions https://www.newmexico.org/regions Describes six different regions of New Mexico.</p> <p>The Provinces of New Mexico http://nmprovinces.weebly.com/ A teacher-created site including lesson plans and PowerPoint presentations about regions of New Mexico.</p> <p>Sky Island: New Mexico’s Jemez Mountains https://www.youtube.com/watch?v=INY7eBQL8fi Overview of Jemez geography, including the Valle Caldera.</p>
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New Mexico Art Tells New Mexico History: Land Forms

<http://online.nmartmuseum.org/nmhistory/geography-and-environment/land-forms.html>

Explore New Mexico geography through art.

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits: Continents and Regions

<http://elportalmn.org/elementary.php>

Follow the path Kids InfoBits: Geography: Continents and Regions to find articles, ebooks, and images related to regions of the world.

Printed Media: Non Fiction

Folktales and Fables of the Americas and the Pacific. Ingpen, Robert R. Published 1994.

PVIS Library: 398.2 ING

Antarctica: Human Impacts. Reid, Greg. Published 2005. BL: 7.9

PVIS Library: 577.586 REI

Cool Chinese and Japanese Cooking. Wagner, Lisa. Published 2011. BL: 4.2

PVIS Library: 641.5951 WAG

An Indian Cookbook for Kids. Hankin, Rosemary. Published 2012.

PVIS Library: 641.5954 HAN

Cool African Cooking: Fun and Tasty Recipes for Kids. Wagner, Lisa. Published 2011. BL: 4.3

PVIS Library: 641.596 WAG

Rescue in Antarctica: an Isabel Soto Geography Adventure. Sohn, Emily. Published 2010. BL: 3.7

PVIS Library: 919.8 SOT

Antarctica: the Frozen Continent. Reid, Greg. Published 2005. BL: 6.4

PVIS Library: 919.89 REI

Printed Media: Fiction

Sophie Scott Goes South. Lester, Alison. Published 2013. BL: 4.7

PVIS Library: E LES

Welcome, Brown Bird. Ray, Mary Lyn. Published 2004. BL: 2.4

PVIS Library: E RAY

A Single Shard. Park, Linda Sue. Published 2001. BL: 6.6

PVIS Library: FIC PAR

Safari Journal: the Adventures in Africa of Carey Monroe. Talbott, Hudson. Published 2003. BL: 4.5
PVIS Library: FIC TAL

On Order for the Intermediate Library

National Geographic Kids United States Atlas (set of 6). Published 2012.

National Geographic Kids World Atlas (set of 6). Published 2013.

New Mexico: the Land of Enchantment. Bjorklund, Ruth. Published 2016.

New Mexico: the Land of Enchantment. Leaf, Christina. Published 2014. BL: 4.5

What's Great About New Mexico? Fretland VanVoorst, Jenny. Published 2015. BL: 4.5

The Northeast. Felix, Rebecca. Published 2014. BL: 5.1

The Southeast. Felix, Rebecca. Published 2014. BL: 4.9

The Southwest. Felix, Rebecca. Published 2014. BL: 4.6

The West. Felix, Rebecca. Published 2014. BL: 4.7

What are the U.S. Regions? Robbins, Maureen Picard. Published 2013. BL: 3.9

Sand Swimmers: the Secret Life of Australia's Desert Wilderness. Oliver, Narelle. Published 2015.

Ashley Bryan's African Tales, Uh-Huh. Bryan, Ashley. Published 1998.

Chloe in India. Darnton, Kate. Published 2016.

Children from Australia to Zimbabwe: a Photographic Journey Around the World. Ajmera, Maya. Published 2001.

Librarian of Basra: a True Story from Iraq. Winter, Jeanette. Published 2005. BL: 3.2

The Persian Cinderella. Climo, Shirley. Published 1999. BL: 4.4

The Great Kapok Tree: a Tale of the Amazon Rain Forest. Cherry, Lynne. Published 1990. BL: 3.8

Other Resources

Globes (set of 5).

Midwest.
PVIS Library: DVD

Northeast.
PVIS Library: DVD

Southeast.
PVIS Library: DVD

Southwest.
PVIS Library: DVD

The West.
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:		Standard 2-C
Grade 5: 1. Describe how man-made and natural environments have influenced conditions in the past 2. Identify and define geographic issues and problems from accounts of current events.	Quarter 1:	Quarter 2: Describe how man-made and natural environments have influenced conditions in the past	Quarter 3:	Quarter 4: Identify and define geographic issues and problems from accounts of current events.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Identify geographic issues and how they affect current events including natural and man-made environments</p>	<p>Natural vs. Manmade</p>	<p>Students need to understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:</p>		<p>Level I: Able to identify one geographic issue or problem based on an account of a current event.</p> <p>Level II: Able to identify and describe—using specific evidence—two or more geographic issues or problems based on accounts of current events (eg. climate change, drought).</p> <p>Level III: Able to describe how man-made and natural environments have influenced geographic and social conditions in the past.</p> <p>ADVANCED CURRICULUM Level IV: Able to trace over time the influence of man-made and natural environments on the conditions of a specific place from the past to the present.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits

<http://elportalnm.org/elementary.php>

Searches such as “global warming” and “drought” will yield images, magazine and newspaper articles, and ebooks.

Time for Kids

<http://www.timeforkids.com/>

Current news briefs for kids.

Printed Media: Non Fiction

The Exxon Valdez: the Oil Spill Off the Alaskan Coast. Streissguth, Tom. Published 2003. BL: 5.1
PVIS Library: 363.738 STR

Glaciers. Zappa, Marcia. Published 2011. BL: 4.1
PVIS Library: 551.31 ZAP

Oceans. Bell, Mary. Published 2002. BL: 6.0
PVIS Library: 551.46 BEL

Antarctica: Human Impacts. Reid, Greg. Published 2005. BL: 7.9
PVIS Library: 577.586 REI

On Order for the Intermediate Library

Cycle of Rice, Cycle of Life: a Story of Sustainable Farming. Reynolds, Jan. Published 2009. BL: 8.0

The Great Kapok Tree: a Tale of the Amazon Rain Forest. Cherry, Lynne. Published 1990. BL: 3.8

Farming for the Future. Bailey, Gerry. Published 2011. BL: 7.3
Explore Natural Resources! with 25 Great Projects. Yasuda, Anita. Published 2014.

World Geography Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.4

Geography Matters in Ancient Egypt. Waldron, Melanie. Published 2015.

Geography Matters in Ancient Rome. Waldron, Melanie. Published 2015.

What Can We Do About Global Warming? Metz, Lori. Published 2010. BL: 5.0

The BP Oil Spill. Benoit, Peter. Published 2011. BL: 6.1

Other Resources**On Order for the Intermediate Library**

Time for Kids Magazine

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-D: explain how physical processes shape the earth’s surface patterns and Biosystems		Standard 2-D
Grade 5: Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, basin and range) support life.	Quarter 1:	Quarter 2: Explain how the four provinces of New Mexico’s land surface (plains, mountains, plateau, basin and range) support life.	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Explain the four regions of New Mexico and how they support life</p>	<p>Plateau</p> <p>Basin</p> <p>Mountains</p> <p>Plains</p>	<p>There are four regions of New Mexico and these regions impact the life within</p>	<p>CCSS RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CCSS MP.2 Reason abstractly and quantitatively.</p> <p>CCSS MP.4 Model with mathematics.</p> <p>CCSS 5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>NGSS 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p>Level I: Able to identify at least two of the four regions in New Mexico.</p> <p>Level II: Able to identify and provide characteristics for all four of the regions in New Mexico.</p> <p>Level III: Able to verify—with specific evidence—how one of the regions supports plant and animal life.</p> <p>ADVANCED CURRICULUM Level IV: Able to interpret New Mexico as one interdependent ecosystem, detailing evidence of how all the four regions interconnect to support wildlife and human life.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

New Mexico True: Regions
<https://www.newmexico.org/regions>
 Describes six different regions of New Mexico.

The Provinces of New Mexico
<http://nmprovinces.weebly.com/>

A teacher-created site including lesson plans and PowerPoint presentations about regions of New Mexico.

Sky Island: New Mexico's Jemez Mountains
<https://www.youtube.com/watch?v=INY7eBQL8fl>

Overview of Jemez geography, including the Valle Caldera.

New Mexico Art Tells New Mexico History: Land Forms
<http://online.nmartmuseum.org/nmhistory/geography-and-environment/land-forms.html>

Explore New Mexico geography through art.

Britannica School
<http://school.eb.com>

In this online encyclopedia, the article on New Mexico includes descriptions of each region.

New Mexico Department of Fish and Game's Conservation Education Program
<http://www.wildlife.state.nm.us/education/conservation-education>

Contains curriculum for upper elementary and middle school and articles about local wildlife.

New Mexico Museum of Natural History and Science, Education Resources
<http://www.nmnaturalhistory.org/edu-resources.html>

Includes a variety of online exhibits and information about ecosystems in New Mexico.

Printed Media

On Order for the Intermediate Library

Carlsbad Caverns. Kras, Sara Louise. Published 2003. BL: 5.6

New Mexico: the Land of Enchantment. Bjorklund, Ruth. Published 2016.

New Mexico: the Land of Enchantment. Leaf, Christina. Published 2014. BL: 4.5

What's Great About New Mexico? Fretland VanVoorst, Jenny. Published 2015. BL: 4.5

Other Resources

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict		Standard 2-E
Grade 5: Explain how physical features influenced the expansion of the United States.	Quarter 1:	Quarter 2:	Quarter 3: Explain how physical features influenced the expansion of the United States.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Explain how the US expansion was influenced by physical features of land</p>		<p>There are four regions of New Mexico and these regions impact the life within</p>	<p>CCSS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text</p> <p>CCSS RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</p> <p>CCSS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>CCSS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</p> <p>CCSS W.5.9 Draw evidence from literary or informational texts to support analysis. Reflection and research</p>	<p>Level I: Able to identify at least one physical feature of the United States by name. (Rocky Mountain range, Great Lakes, Mississippi River).</p> <p>Level II: Able to identify and describe features of more than two physical features of the United States.</p> <p>Level III: Able to explain one significant incidence of expansion in NM or the US through the influence of one or more physical features.</p> <p>ADVANCED CURRICULUM Level IV: Able to correlate the significant physical features of the US with broad trends in expansion throughout US history.</p>

			<p>CCSS MP 2 Reason abstractly and quantitatively</p> <p>CCSS MP 4 Model with mathematics</p> <p>NGSS 5.ESS.3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits
<http://elportalnm.org/elementary.php>

Searches such as “Rocky Mountains,” “Mississippi River,” and “gold rush” will yield images, magazine and newspaper articles, and ebooks.

Printed Media: Non Fiction

Lewis and Clark. Petrie, Kristin. Published 2007. BL: 5.0
 PVIS Library: 917.804

Discovering the West: the Expedition of Lewis and Clark. Micklos, Jr. John. Published 2015. BL: 5.8
 PVIS Library: 978.02

Gold! Gold from the American River. Brown, Don. Published 2011. BL: 6.0
 PVIS Library: 979.4 BRO

Printed Media: Fiction

The Captain’s Dog: My Journey with the Lewis and Clark Tribe. Smith, Roland. Published 2000. BL: 5.8
 PVIS Library: FIC SMI

On Order for the Intermediate Library

Little House on the Prairie. Wilder, Laura Ingalls. Published 2000. BL: 4.9

Into the West: Causes and Effects of Westward Expansion. Collins, Terry. Published 2014. BL: 5.2

A Primary Source History of Westward Expansion. Otfinoski, Steven. Published 2015. BL: 5.9

National Geographic Kids United States Atlas (set of 6). Published 2012.

The Northeast. Felix, Rebecca. Published 2014. BL: 5.1

The Southeast. Felix, Rebecca. Published 2014. BL: 4.9

The Southwest. Felix, Rebecca. Published 2014. BL: 4.6

The West. Felix, Rebecca. Published 2014. BL: 4.7

What are the U.S. Regions? Robbins, Maureen Picard. Published 2013. BL: 3.9

Other Resources

Midwest.
PVIS Library: DVD

Northeast.
PVIS Library: DVD

Southeast.
PVIS Library: DVD

Southwest.
PVIS Library: DVD

The West.
PVIS Library: DVD

United States Expansion
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 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		Standard 2-F
Grade 5: Understand how resources impact daily life	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Understand how resources impact daily life

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain how resources impact daily life.	Renewable Resources	Know the importance of resources and how we can preserve them	CCSS RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text CCSS RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	Level I: Able to identify at least one resource and its origin and use. Level II: Able to identify and describe two or more resources and their uses. Able to identify resources as being “man-made” or natural, renewable or nonrenewable. Level III: Able to conclude—using specific evidence--at least three ways in which resources impact daily life (convenience, distribution, quality of life).

			<p>CCSS RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject Knowledgeably.</p> <p>CCSS W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS MP.2 Reason abstractly and quantitatively.</p> <p>CCSS MP.4 Model with mathematics.</p> <p>NGSS 5-ESS3-1.Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment</p>	<p>ADVANCED CURRICULUM Level IV:</p> <p>Able to research and document the ways that one specific type of resource has changed human and social life from the past to the present.</p>
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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.</p> <p>Kids InfoBits http://elportalnm.org/elementary.php Searches such as “conservation,” and “water” will yield images, magazine and newspaper articles, and ebooks.</p>
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EekoWorld

<http://pbskids.org/eeeworld/index.html>

PBS website that teaches kids about environmental issues.

US EPA: Learning and Teaching about the Environment

<https://www.epa.gov/students>

Homework resources, lesson plans, and project ideas related to protecting our environment and natural resources.

Printed Media: Non Fiction

The Search for Better Conservation. Ballard, Carol. Published 2005. BL: 8.7

PVIS Library: 333.72 BAL

One Well: the Story of Water on Earth. Strauss, Rochelle. Published 2007. BL: 6.0

PVIS Library: 533.7 STR

Minerals. Miller-Schroeder, Patricia. Published 2011. BL: 5.0

PVIS Library: 549 MIL

The Water Cycle. Zappa, Marcia. Published 2011. BL: 3.9

PVIS Library: 551.48 ZAP

Awesome Air. Korb, Rena B. Published 2008. BL: 3.3

PVIS Library: 551.5 KOR

Outrageous Ores. Peterson, Christine. Published 2010. BL: 4.8

PVIS Library: 553

Meadowlands: a Wetlands Conservation Story. Published 2011. BL: 5.7

PVIS Library: 577.69 YEZ

Super Soils. Peterson, Christine. Published 2010. BL: 4.4

PVIS Library: 631.4

Fossil Fuels. Zappa, Marcia. Published 2011. BL: 4.3

PVIS Library: 662 ZAP

Printed Media: Fiction

Flush. Hiaasen, Carl. Published 2005. BL: 5.0

PVIS Library: FIC HIA

Hoot. Hiaasen, Carl. Published 2002. BL: 5.2

PVIS Library: FIC HIA

On Order for the Intermediate Library

Explore Natural Resources! with 25 Great Projects. Yasuda, Anita. Published 2014.

Wangari Maathai: the Woman Who Planted Millions of Trees. Prevot, Franck. Published 2015.

Other Resources

Bill Nye the Science Guy: Earth History, Resources, and Environment
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)		Standard 3-A
Grade 5: 1. Explain how the three branches of national government function and explain how they are defined in the United States constitution 2. 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) 3. Identify and describe the significance of American symbols, landmarks and essential 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	Quarter 1:	Quarter 2: Explain how the three branches of national government function and explain how they are defined in the United States constitution 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) Identify and describe the significance of American symbols, landmarks and essential 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 Hildago; Gadsden purchase)	Quarter 3: Identify and describe the significance of American symbols, landmarks and essential 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 Hildago; Gadsden purchase)	Quarter 4: Compare and contrast the basic government sovereignty of local, state, tribal and national governments

accords; treaty of Guadalupe Hildago; Gadsden purchase) 4. Compare and contrast the basic government sovereignty of local, state, tribal and national governments		Compare and contrast the basic government sovereignty of local, state, tribal and national governments		
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Show understandings of how our government came to be and the importance behind American symbols	United States constitution Judicial Branch Legislative Branch Executive Branch Inalienable rights The rule of law Justice Equality Declaration of independence 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	Inalienable Rights, “life, liberty, and the pursuit of happiness”	CCSS RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text CCSS RI 5.4 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts	Level I: Able to identify the three branches of government. Able to identify at least one each of the significant American symbols, landmarks and documents. Level II: Able to identify and describe the functions of the three branches of government. Able to identify and explain the significance of two or more significant American symbols, landmarks and documents. Able to identify at least one of the fundamental principles or our form of government (inalienable rights, rule of law, justice, equality under the law). Level III: Able to define and give examples of “sovereignty”. Able to compare and contrast the forms of sovereignty

	Sovereignty			<p>and its limits granted to local, state, tribal and national governments.</p> <p>ADVANCED CURRICULUM Level IV: Able to describe the significance of the principles of our form of republican government and give examples--from history or current events—of how they realized in American society.</p>
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

iCivics

<https://www.icivics.org/>

Run for President, navigate the court system, practice constitutional law and much more. This site contains many educational games for kids and resources for teachers.

New Mexico Secretary of State Kid's Corner

http://www.sos.state.nm.us/Kids_Corner/

Includes basic information about our Governor and the New Mexico state government.

Ben's Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Overview of branches of government, how laws are made, the election process, and key American symbols and historical documents for kids.

Symbols of the United States

<http://www.loc.gov/teachers/student-discovery-sets/>

This page links to a free, interactive ebook documenting how American symbols have changed throughout history.

New Mexico Office of Indian Affairs: New Mexico Pueblos

<http://www.iad.state.nm.us/pueblos.html>

Lists names of current pueblo Governors and links to pueblo websites.

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Kids InfoBits

<http://elportalnm.org/elementary.php>

Searches such as “Constitution” or “Judicial Branch” will yield collections of ebooks, articles, and photos.

Printed Media: Non Fiction

Ellis Island. Marcovitz, Hal. Published 2003. BL: 8.0
PVIS Library: 304.8 MAR

Branches of Government. Hamilton, John. Published 2005. BL : 5.8
PVIS Library: 320.473 HAM

Congress. Brexel, Bernadette. Published 2004. BL: 4.7
PVIS Library: 328.73 EGA

The Bill of Rights. Donnelly, Karen J. Published 2004. BL: 4.7
PVIS Library: 342.73 DON

The Constitution. Marcovitz, Hal. Published 2003. BL: 8.7
PVIS Library: 342.73 MAR

The Constitution. Sherman, Josepha. Published 2004. BL: 5.6
PVIS Library: 342.73 SHE

The Constitution. Pierce, Alan. Published 2005. BL: 7.4
PVIS Library: 342.7302 PIE

The Bill of Rights. Hamilton, John. Published 2005. BL: 5.9
PVIS Library: 342.7308 HAM

The Supreme Court and the Judicial Branch. Beier, Anne. Published 2004. BL: 5.5
PVIS Library: 347.73 BEI

Your Governor: State Government in Action. Brexel, Bernadette. Published 2004. BL: 4.5
PVIS Library: 352.23 BRE

The President and the Executive Branch. Egan, Tracie. Published 2004. BL: 7.2
PVIS Library: 352.23 EGA

Your Mayor: Local Government in Action. Silate, Jennifer. Published 2004. BL: 4.3
PVIS Library: 352.23 SIL

My Country, 'Tis of Thee: How One Song Reveals the History of Civil Rights. Murphy, Claire Rudolf. Published 2014. BL: 5.5
PVIS Library: 782.42

Emma's Poem: the Voice of the Statue of Liberty. Glaser, Linda. Published 2010. BL: 5.5
PVIS Library: 811.4

Red, White, Blue, and Uncle Who?: the Stories Behind Some of America's Patriotic Symbols. Bateman, Teresa. Published 2001. BL: 7.5
PVIS Library: 929.9 BAT

The American Flag. Ferry, Joseph. Published 2003. BL: 7.6
PVIS Library: 929.9 FER

The Liberty Bell. Marcovitz, Hal. Published 2003. BL: 7.5
PVIS Library: 973.3 MAR

The Statue of Liberty. Marcovitz, Hal. Published 2003. BL: 8.1
PVIS Library: 973.7 MAR

The White House. Marcovitz, Hal. Published 2003. BL: 7.4
PVIS Library: 975.3 MAR

On Order for the Intermediate Library

New Mexico: the Land of Enchantment. Bjorklund, Ruth. Published 2016.

The President, Vice President, and Cabinet: a Look at the Executive Branch. Landau, Elaine. Published 2012. BL: 4.8

The Congress: a Look at the Legislative Branch. Nelson, Robin. Published 2012. BL: 4.9

Judges and Courts: a Look at the Judicial Branch. Kowalski, Kathiann. Published 2012. BL: 5.4

Government in Your City or Town. Kenney, Karen Latchana. Published 2015. BL: 4.2

The Story of the Statue of Liberty. Maestro, Betsy. Published 1989. BL: 4.3

The Gettysburg Address. Lincoln, Abraham. Published 1995. BL: 4.3

Just a Few Words Mr. Lincoln: the Story of the Gettysburg Address. Fritz, Jean. Published 2011. BL: 2.9

What is the Declaration of Independence? Harris, Michael. Published 2016.

Documents of Freedom: a Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution. Swain, Gwentyth. Published 2012. BL: 4.9

That's Not Fair!: Getting to Know Your Rights and Freedoms. McLaughlin, Danielle S. Published 2016.

Other Resources

United States Flag.
PVIS Library: DVD

What is Government?

PVIS Library: DVD

Federal, State and Local Government.

PVIS Library: DVD

Three Branches of Government.

PVIS Library: DVD

Equal Rights for All

PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 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		Standard 3-B
Grade 5: 1. Explain the significance and importance of American customs, symbols, landmarks and celebrations 2. Identify and summarize contributions of various racial, ethnic and religious groups to national identity 3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Explain the significance and importance of American customs, symbols, landmarks and celebrations Identify and summarize contributions of various racial, ethnic and religious groups to national identity Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Explain customs and traditions through the land</p>	<p>Tradition</p> <p>Culture</p> <p>Icons</p>		<p>CCSS RI.3.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text</p>	<p>Level I: Able to identify two or more significant American customs and celebrations.</p> <p>Level II: Able to identify and explain the significance of two or more American customs and celebrations.</p> <p>Able to identify at least two distinct racial, ethnic or religious groups in the United States.</p> <p>Level III: Able to describe the ways that different racial, ethnic or religious groups have influenced and contributed to the national identity of the United States.</p> <p>ADVANCED CURRICULUM Level IV: Able to research the history and significance of one particular ethnic, racial or religious custom or celebration and argue—using specific evidence—how it has shaped local, state, tribal and national identities.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

Ben’s Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Overview of branches of government, how laws are made, the election process, and key American symbols and historical documents for kids.

Symbols of the United States

<http://www.loc.gov/teachers/student-discovery-sets/>

This page links to a free, interactive ebook documenting how American symbols have changed throughout history.

Kids InfoBits: Ethnic Groups

<http://elportalmn.org/elementary.php>

Follow the path Kids InfoBits: People: Ethnic Groups to find collections of ebooks, articles, and photos on Native Americans, Mexican Americans, Asian Americans and many others.

Britannica School
<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

Printed Media: Non Fiction

A Faith Like Mine: a Celebration of the World's Religions Seen Through the Eyes of Children. Buller, Laura. Published 2005. BL: 5.7
PVIS Library: 200 BUL

Ellis Island. Marcovitz, Hal. Published 2003. BL: 8.0
PVIS Library: 304.8 MAR

Folktales and Fables of the Americas and the Pacific. Ingpen, Robert R. Published 1994.
PVIS Library: 398.2 ING

Cool Chinese and Japanese Cooking. Wagner, Lisa. Published 2011. BL: 4.2
PVIS Library: 641.5951 WAG

An Indian Cookbook for Kids. Hankin, Rosemary. Published 2012.
PVIS Library: 641.5954 HAN

Cool African Cooking: Fun and Tasty Recipes for Kids. Wagner, Lisa. Published 2011. BL: 4.3
PVIS Library: 641.596 WAG

Emma's Poem: the Voice of the Statue of Liberty. Glaser, Linda. Published 2010. BL: 5.5
PVIS Library: 811.4

Red, White, Blue, and Uncle Who?: the Stories Behind Some of America's Patriotic Symbols. Bateman, Teresa. Published 2001. BL: 7.5
PVIS Library: 929.9 BAT

The American Flag. Ferry, Joseph. Published 2003. BL: 7.6
PVIS Library: 929.9 FER

The Liberty Bell. Marcovitz, Hal. Published 2003. BL: 7.5
PVIS Library: 973.3 MAR

The Statue of Liberty. Marcovitz, Hal. Published 2003. BL: 8.1
PVIS Library: 973.7 MAR

The White House. Marcovitz, Hal. Published 2003. BL: 7.4
PVIS Library: 975.3 MAR

E is for Enchantment: a New Mexico Alphabet. James, Helen Foster. Published 2004. BL: 6.0
PVIS Library: 978.9

Printed Media: Fiction

A Single Shard. Park, Linda Sue. Published 2001. BL: 6.6
PVIS Library: FIC PAR

On Order for the Intermediate Library

The Story of the Statue of Liberty. Maestro, Betsy. Published 1989. BL: 4.3

In My Family/ En Mi Familia. Garza, Carmen Lomas. Published 1996. BL: 4.7

Family Pictures: Paintings and Stories/ Cuadros de Familia: Cuadros y Relatos. Garza, Carmen Lomas. Published 2005. BL: 4.3

Celebrating a Quinceanera: a Latina's 15th Birthday Celebration. Hoyt-Goldsmith, Diane. Published 2002. BL: 6.1

Ashley Bryan's African Tales, Uh-Huh. Bryan, Ashley. Published 1998.

The Pueblo. Cunningham, Kevin. Published 2011. BL: 5.7

Pueblo. Buellis, Linda. Published 2016. BL: 6.6

Children from Australia to Zimbabwe: a Photographic Journey Around the World. Ajmera, Maya. Published 2001.

Other Resources

United States Flag.
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government		Standard 3-C
Grade 5: 1. 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: a. colonists’ and Native Americans’ shared sense of individualism, independence and religious freedom that developed before the revolution b. articles of confederation c. purpose of the constitutional convention d. natural rights expressed in the declaration of independence 2. Describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin	Quarter 1:	Quarter 2: 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: a. colonists’ and Native Americans’ shared sense of individualism, independence and religious freedom that developed before the revolution b. articles of confederation c. purpose of the constitutional convention d. natural rights expressed in the declaration of independence Describe the contributions and roles of major individuals, including George Washington, James Madison and Benjamin Franklin	Quarter 3:	Quarter 4:

Franklin				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Describe the people who created this country from Early Americans to Benjamin Franklin</p>	<p>George Washington James Madison Benjamin Franklin</p> <p>articles of confederation</p> <p>constitutional congress</p> <p>declaration of independence</p>		<p>CCSS RI 5.4 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts</p>	<p>Level I: Able to identify two or more individuals, ideals or events associated with the development of the United States constitution and founding of the American republic.</p> <p>Level II: Able to identify and briefly describe the significance and contribution of two or more individuals, ideals or events associated with the development of the United States constitution and founding of the American republic.</p> <p>Level III: Able to determine pre-revolutionary ideals of colonists and Native Americans within historical sources including: a sense of individualism (individualized identity), independence and religious freedom.</p> <p>Compare and contrast pre-revolutionary ideals to the ideas based in the American Revolution and US Constitution.</p> <p>ADVANCED CURRICULUM Level IV: Able to trace over the time the evolution of ideas from pre-revolutionary cultures and people to those that contributed to the founding of the American republic and development of the United States constitution; with a focus on the change from the articles of confederation to the constitutional convention to the declaration of independence as well as those individuals who</p>

				contributed the political philosophy behind those documents such as: James Madison, Benjamin Franklin and Thomas Jefferson.
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Online Resources

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Ben's Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Overview of branches of government, how laws are made, the election process, and key American symbols and historical documents for kids.

Kids InfoBits

<http://elportalmn.org/elementary.php>

Searches such as "James Madison" or "Declaration of Independence" will yield collections of ebooks, articles, and photos.

Biography

<http://www.biography.com/search?query=explorers>

Search this site to find brief biographical articles, many including video clips.

Printed Media: Non Fiction

The Constitution. Marcovitz, Hal. Published 2003. BL: 8.7

PVIS Library: 342.73 MAR

The Constitution. Sherman, Josepha. Published 2004. BL: 5.6

PVIS Library: 342.73 SHE

The Constitution. Pierce, Alan. Published 2005. BL: 7.4

PVIS Library: 342.7302 PIE

The First Americans: Prehistory – 1600. Hakim, Joy. Published 2005.

PVIS Library: 973.1 HAK

Thomas Jefferson: Life, Liberty and the Pursuit of Everything. Kalman, Maira. Published 2014. BL: 4.7

PVIS Library: 973.46

Who Was Thomas Jefferson? Fradin, Dennis B. Published 2003. BL: 5.3
PVIS Library: 973.4 FRA

Paul Revere. Tieck, Sarah. Published 2007. BL: 3.5
PVIS Library: B REV

The Many Faces of George Washington: Remaking a Presidential Icon. McClafferty, Carla Killough. Published 2011. BL: 8.2
PVIS Library: B WAS

On Order for the Intermediate Library

Documents of Freedom: a Look at the Declaration of Independence, the Bill of Rights, and the U.S. Constitution. Swain, Gwentyth. Published 2012. BL: 4.9

Shh! We're Writing the Constitution. Fritz, Jean. Published 1998. BL: 7.1

If You Were There When They Signed the Constitution. Levy, Elizabeth. Published 2006. BL: 5.9

What is the Declaration of Independence? Harris, Michael. Published 2016.

What are the Articles of Confederation?: and Other Questions About the Birth of the United States. Waxman, Laura Hamilton. Published 2012. BL: 5.9

Articles of Confederation. Sonneborn, Liz. Published 2013. BL: 7.1

The New Nation Through the Eyes of George Washington. Yasuda, Anita. Published 2016. BL: 5.7

Big George: How a Shy Boy Became President Washington. Rockwell, Anne. Published 2009. BL: 5.5

Phillis Sings Out Freedom: the Story of George Washington and Phillis Wheatley. Malaspina, Ann. Published 2010. BL: 4.8

James Madison. Dooling, Sandra. Published 2011. BL: 4.9 (Comic/ Graphic Novel format)

James Madison: the 4th President. Gregory, Josh. Published 2015. BL: 3.6

What's the Big Idea, Ben Franklin? Fritz, Jean. Published 1996. BL: 5.5

Ben Franklin: His Wit and Wisdom From A – Z. Schroeder, Alan. Published 2011. BL: 5.3

Benjamin Franklin: a Man of Many Talents. Published 2005. BL: 4.8

John, Paul, George & Ben. Smith, Lane. Published 2006. BL: 3.7

Making Thirteen Colonies. Hakim, Joy. Published 2005.

Colonization and Settlement in the New World: 1585-1763. McCarthy, Pat. Published 2014. BL: 5.8

American Revolution: a Nonfiction Companion to Revolutionary War on Wednesday. Osborne, Mary Pope. Published 2004. BL: 4.5

Revolutionary War on Wednesday. Osborne, Mary Pope. Published 2000. BL: 3.5

Pilgrims: a Nonfiction Companion to Thanksgiving on Thursday. Osborne, Mary Pope. Published 2004. BL: 4.2

Thanksgiving on Thursday. Osborne, Mary Pope. Published 2002. BL: 3.3

Other Resources

United States Constitution.
PVIS Library: DVD

American Independence
PVIS Library: DVD

Common Core Social Studies Pacing Guide
5th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries		Standard 3-D
Grade 5: 1. Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions of local, state, tribal and federal governments.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Explain the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions of local, state, tribal and federal governments.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Discuss the meaning of the creed</p>	<p>Creed</p>	<p>American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law and to preserve the constitutions.</p>	<p>CCSS RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p>	<p>Level I: Able to identify two or more foundational American ideas (liberty, rule of law, government by the people).</p> <p>Able to identify and briefly explain the United States Constitution.</p> <p>Level II: Able to briefly describe the meaning and significance of the three ideals of the American creed: safeguarding of liberty, respecting the rule of law and preserving the constitution.</p> <p>Level III: Able to provide demonstrations of tenets of the American creed—in historical text or current events.</p> <p>ADVANCED CURRICULUM Level IV: Able to trace the intellectual and historical origins of the tenets of the American creed and compare and contrast them with those of other North American countries.</p>

Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-2234.

Online Resources

The American’s Creed
<http://www.ushistory.org/documents/creed.htm>
 Full text of the American’s Creed.

“American’s Creed” by Future Clerk of the House William Tyler Page
<http://history.house.gov/HistoricalHighlight/Detail/35813?ret=True>
 Brief overview of the creed and its author.

The American's Creed: Hear and Read the Full Text
<https://www.youtube.com/watch?v=skhFbHvoihM>

Printed Media: Non Fiction

The Constitution. Marcovitz, Hal. Published 2003. BL: 8.7
PVIS Library: 342.73 MAR

The Constitution. Sherman, Josepha. Published 2004. BL: 5.6
PVIS Library: 342.73 SHE

The Constitution. Pierce, Alan. Published 2005. BL: 7.4
PVIS Library: 342.7302 PIE

Other Resources

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 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:		Standard 4-A
Grade 5: 1. Understand the impact of supply and demand on consumers and producers in a free-enterprise system 2. 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) 3. Describe the aspects of trade 4. Explain how voluntary trade is not coercive.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Understand the impact of supply and demand on consumers and producers in a free-enterprise system 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) Describe the aspects of trade Explain how voluntary trade is not coercive.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Understand supply and demand	Coercive free-enterprise consumers producers			<p>Level I: Able to demonstrate understanding of the words: producer, consumer, supply, demand and free enterprise system.</p> <p>Able to identify two or more patterns of work in New Mexico and the United States (farming, ranching, oil and gas production, high tech, manufacturing, medicine).</p> <p>Level II: Able to explain the impact of supply and demand on the free enterprise system.</p> <p>Able to explain the role of producers and consumers in the free enterprise system.</p> <p>Level III: Able to identify and describe the aspects of trade.</p> <p>ADVANCED CURRICULUM Level IV: Able to distinguish between voluntary and involuntary forms of trade and provide examples of each in historical text or current events (slavery, indentured servitude, mining company town currency called “scrip”).</p>

Resources to Support this Section

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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.</p>
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Printed Media: Non Fiction

African American Slave Trade. Hatt, Christine. Published 2004. BL: 9.0
PVIS Library: 306.3 HAT

On Order for the Intermediate Library

Lemons and Lemonade: a Book About Supply and Demand. Loewen, Nancy. Published 2004. BL: 3.5

Prices! Prices! Prices! Why They Go Up and Down. Adler, David A. Published 2015.

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

American Capitalism. Burgan, Michael. Published 2013. BL: 7.0

Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0

Country Money. Whitehead, William. Published 2016.

World Money. Bailey, Gerry. Published 2016.

Money and Trade. Catel, Patrick. Published 2012. BL: 7.2

Money and Trade in Our World. Buchanan, Shelly. Published 2014. BL: 3.3

New Mexico: the Land of Enchantment. Bjorklund, Ruth. Published 2016.

Farming. Martin, Claudia. Published 2011.

Farmers. Jefferies, Joyce. Published 2016.

Miners. Tieck, Sarah. Published 2012. BL: 3.8

What Are Producers and Consumers? Amidon Lusted, Marcia. Published 2016.

Farming for the Future. Bailey, Gerry. Published 2011. BL: 7.3

The Story Behind Oil. Moore, Heidi. Published 2009. BL: 5.2

Finding Out About Coal, Oil, and Natural Gas. Doeden, Matt. Published 2015. BL: 4.8

Other Resources

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 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:		Standard 4-B
Grade 5: 1. Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be Produced? 2. Identify the influence of bordering countries (Canada and Mexico) on United States commerce.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4: Explain how all economic systems must consider the following: What will be produced? How will it be produced? For whom will it be produced? Identify the influence of bordering countries (Canada and Mexico) on United States commerce.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>Discuss reasons and items chosen for production</p>	<p>commerce</p>			<p>Level I: Able to provide two or more examples of products that are produced in the United States and the resources that they come from.</p> <p>Level II: Able to identify and briefly describe two or more economic systems.</p> <p>Level III: Able to give examples of how industries in the United States decide how and what to produce and for whom. Compare and contrast those decisions with another country or economic system.</p> <p>ADVANCED CURRICULUM Level IV: Able to trace the origins of the North American Free Trade Agreement and explain how it changed trade with the United States and its bordering countries.</p>

Resources to Support this Section

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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.</p>
<p>Printed Media</p> <p>On Order for the Intermediate Library</p> <p>Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1</p> <p>American Capitalism. Burgan, Michael. Published 2013. BL: 7.0</p> <p>Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0</p>

Country Money. Whitehead, William. Published 2016.

World Money. Bailey, Gerry. Published 2016.

Money and Trade. Catel, Patrick. Published 2012. BL: 7.2

Money and Trade in Our World. Buchanan, Shelly. Published 2014. BL: 3.3

The Story Behind Oil. Moore, Heidi. Published 2009. BL: 5.2

Finding Out About Coal, Oil, and Natural Gas. Doeden, Matt. Published 2015. BL: 4.8

The Global Economy: America and the World. Roome, Hugh. Published 2014. BL: 6.2

Other Resources

Common Core Social Studies Pacing Guide
5th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today’s world:		Standard 4-C
Grade 5: 1. Explain basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade) 2. Explain the economic motivation of exploration and colonization by colonial power	Quarter 1: Explain basic economic patterns of early societies (e.g., hunter-gathers, early farming, trade)	Quarter 2: Explain the economic motivation of exploration and colonization by colonial power	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Explain how economics played a role in early societies and in the motivation of colonization	Economics Hunter-gathers			<p>Level I: Able to identify examples of early societies (hunter-gatherers, agrarian, nomadic).</p> <p>Level II: Able to identify basic trade patterns (trade, bartering, gold, gold-standard currency).</p> <p>Level III: Able to identify and briefly describe basic economic characteristics of early societies including Native American pueblos and tribes in New Mexico.</p> <p>ADVANCED CURRICULUM Level IV: Able to argue for exploration and colonization of the Americas by European colonial powers in economic terms—using historic economic data.</p>

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Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes entries on hundreds of topics at elementary, middle, and high school levels. Also includes images, video, links to web sites, full text magazine articles.

New Mexico Office of the State Historian

<http://newmexicohistory.org/>

A rich collection of resources related to all aspects of New Mexico history, people, and culture. Includes articles, primary documents, videos, photos, and an extensive, interactive timeline.

Printed Media: Non Fiction

Lewis and Clark. Petrie, Kristin. Published 2007. BL: 5.0

PVIS Library: 917.804

The First Americans: Prehistory – 1600. Hakim, Joy. Published 2005.

PVIS Library: 973.1 HAK

Discovering the West: the Expedition of Lewis and Clark. Micklos, Jr. John. Published 2015. BL: 5.8

PVIS Library: 978.02

Gold! Gold from the American River. Brown, Don. Published 2011. BL: 6.0

PVIS Library: 979.4 BRO

Printed Media: Fiction

The Captain's Dog: My Journey with the Lewis and Clark Tribe. Smith, Roland. Published 2000. BL: 5.8

PVIS Library: FIC SMI

On Order for the Intermediate Library

The Dish on Food and Farming in Colonial America. Fajardo, Anika. Published 2012. BL: 4.6

John Jacob Astor and the Fur Trade. Parker, Lewis K. Published 2003. BL: 4.0

Life in a Pueblo. Bishop, Amanda. Published 2003. BL: 7.0

Ancient Pueblo: Archaeology Unlocks the Secrets of America's Past. Croy, Anita. Published 2007. BL: 7.4

Into the West: Causes and Effects of Westward Expansion. Collins, Terry. Published 2014. BL: 5.2

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aronson, Marc. Published 2007. BL: 7.6

Colonization and Settlement in the New World: 1585-1763. McCarthy, Pat. Published 2014. BL: 5.8

Other Resources

United States Expansion
PVIS Library: DVD