

# IMPACT CALIFORNIA SOCIAL STUDIES

GRADE FIVE

CURRICULLUM PACING GUIDE

### Getting Started Tips

- This pacing guide was designed to support teachers and parent educators in the implementation of the “Impact California Social Studies” curriculum from McGraw-Hill.
- Your textbook for this class is called the “Student Research Companion.”
- Your workbook for this class is called the “Student Inquiry Journal.”
- A “Weekly Explorer Magazine” is available for additional enrichment and depth. The magazine follows each chapter and lesson. This is an optional resource and not included in this pacing guide.
- This curriculum is available in hard copy or online. The online program includes accessibility options for students, including a read aloud feature for the textbook.
- The website for logging in to the online materials is: <https://my.mheducation.com/login>
- Your username is the first name of the student and their ID number (no spaces and case sensitive). Ex.: Zachary12345
- Your password is Sutterpeak1 (case sensitive).
- A “Benchmark Assessment” is available for each chapter and lesson to check for student understanding and monitoring their progress through the curriculum. Contact your teacher to access a PDF of the assessment if you are not using the online materials. Or, if you are using the online materials, your teacher can post the assessment online.

# LOGGING IN AS A STUDENT

The student experience is designed to be very similar to that of the teacher.

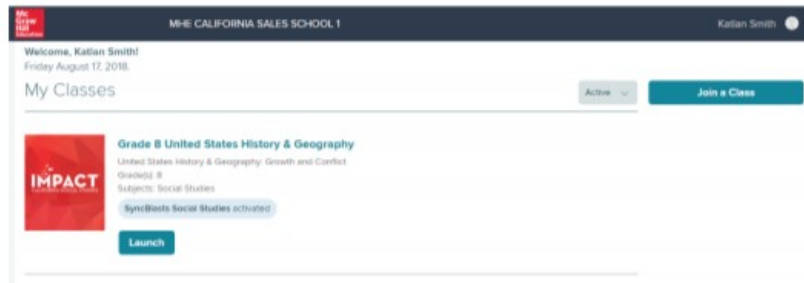
## LOGGING IN

Students will log in with their username and password.

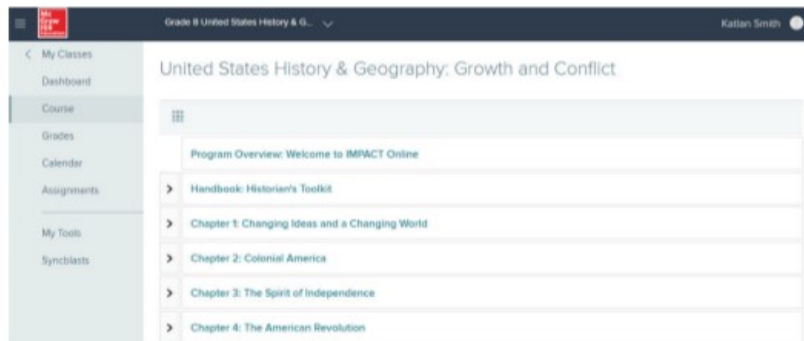


## STUDENT DASHBOARD

Students will see a dashboard with the courses that have been assigned to them. Students may launch the course from the dashboard by clicking on the **Launch** button.



Once within a course, students will see a simpler view of the overall course navigation. Clicking on the title tile launches the course table of contents.



<b>Chapter One: Weeks 1-6</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
<b>1</b> <b>Chapter One:</b> The Land and People Before Columbus <b>Essential Question:</b> Where and How Did American Indians Live Before the Arrival of Europeans? <b>Inquiry Project:</b> Show what life was like...	<input type="checkbox"/> Research Companion Pages 2-7 <input type="checkbox"/> Inquiry Journal Pages 2-5	<b>HSS 5.1</b> Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.
<b>2</b> <b>Chapter One, Lesson One:</b> How Did the Characteristics of Early American Indian Groups Develop?	<input type="checkbox"/> Research Companion Pages 8-17 <input type="checkbox"/> Inquiry Journal Pages 6-13	
<b>3</b> <b>Chapter One, Lesson Two:</b> How Did the People of the Desert Southwest Meet Their Needs?	<input type="checkbox"/> Research Companion Pages 18-25 <input type="checkbox"/> Inquiry Journal Pages 14-21	
<b>4</b> <b>Chapter One, Lesson Three:</b> How Are the California and Pacific Northwest Peoples Shaped by Their Surroundings?	<input type="checkbox"/> Research Companion Pages 26-33 <input type="checkbox"/> Inquiry Journal Pages 22-29	
<b>5</b> <b>Chapter One, Lesson Four:</b> How Did the Great Plains Influence the Traditions of the People Living There?	<input type="checkbox"/> Research Companion Pages 34-39 <input type="checkbox"/> Inquiry Journal Pages 30-37	
<b>6</b> <b>Chapter One, Lesson Five:</b> How Did the Eastern Woodlands Influence the Traditions of the People Living There?  <b>Chapter Assessment</b>	<input type="checkbox"/> Research Companion Pages 40-49 <input type="checkbox"/> Inquiry Journal Pages 38-45 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Two: Weeks 7-10</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
7 <b>Chapter Two:</b> The Age of Exploration <b>Essential Question:</b> What Happened When Diverse Cultures Crossed Paths? <b>Inquiry Project:</b> European Explorers: Collect Them All!	<input type="checkbox"/> Research Companion Pages 52-57 <input type="checkbox"/> Inquiry Journal Pages 48- 51	HSS 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.
8 <b>Chapter Two, Lesson One:</b> Why Did the Spanish Explore the Americas?	<input type="checkbox"/> Research Companion Pages 58-67 <input type="checkbox"/> Inquiry Journal Pages 52- 59	
9 <b>Chapter Two, Lesson Two:</b> How Did the Spanish Exploration Change the Lives of People in the Americas?	<input type="checkbox"/> Research Companion Pages 68-79 <input type="checkbox"/> Inquiry Journal Pages 60- 67	
10 <b>Chapter Two, Lesson Three:</b> How Did Europeans Exploration Affect the Americas?  Chapter Assessment	<input type="checkbox"/> Research Companion Pages 80-89 <input type="checkbox"/> Inquiry Journal Pages 68- 75 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Three: Weeks 11-14</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
11 <b>Chapter Three:</b> A Changing Continent <b>Essential Question:</b> How Did European Settlements Impact North America? <b>Inquiry Project:</b> Tell Both Sides of the Story  <b>Chapter Three, Lesson One:</b> How Did Early English Settlers Cooperate and Clash with American Indians?	<input type="checkbox"/> Research Companion Pages 110-127 <input type="checkbox"/> Inquiry Journal Pages 78-89	HSS 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.  HSS 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
12 <b>Chapter Three, Lesson Two:</b> How Did Early European Settlers Compete with One Another and American Indians?  <b>Chapter Three, Lesson Three:</b> What Was Life Like for People in New England?	<input type="checkbox"/> Research Companion Pages 110-133 <input type="checkbox"/> Inquiry Journal Pages 90-105	
13 <b>Chapter Three, Lesson Four:</b> What Shaped Life in the Middle Colonies?	<input type="checkbox"/> Research Companion Pages 134-143 <input type="checkbox"/> Inquiry Journal Pages 106-113	
14 <b>Chapter Three, Lesson Five:</b> How Did Economics Impact People in the Southern Colonies?  <b>Chapter Assessment</b>	<input type="checkbox"/> Research Companion Pages 144-157 <input type="checkbox"/> Inquiry Journal Pages 114-121 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Four: Weeks 15-18</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
15 <b>Chapter Four:</b> The Road to War <b>Essential Question:</b> Why Would a Nation Want to Become Independent? <b>Inquiry Project:</b> Which Side Will You Choose?	<input type="checkbox"/> Research Companion Pages 160-167 <input type="checkbox"/> Inquiry Journal Pages 128-131	HSS 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
16 <b>Chapter Four, Lesson One:</b> What Caused the Conflict Between Great Britain, France, and the American Indians?	<input type="checkbox"/> Research Companion Pages 168-177 <input type="checkbox"/> Inquiry Journal Pages 132-139	
17 <b>Chapter Four, Lesson Two:</b> What Were the Views of the Patriots, Loyalists, and the British?	<input type="checkbox"/> Research Companion Pages 178-185 <input type="checkbox"/> Inquiry Journal Pages 140-147	
18 <b>Chapter Four, Lesson Three:</b> What Increased the Tensions Between Great Britain and the Colonists?  <b>Chapter Assessment</b>	<input type="checkbox"/> Research Companion Pages 186-191 <input type="checkbox"/> Inquiry Journal Pages 148-155 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

<b>Chapter Five: Weeks 19-22</b>		
<b>Week #</b>	<b>Lessons</b>	<b>Chapter Focus</b>
19 <b>Chapter Five:</b> The American Revolution <b>Essential Question:</b> What Does the American Revolutionary Era Tell Us About Our Nation Today? <b>Inquiry Project:</b> How Would Our Lives Have Been Impacted If...?  <b>Chapter Five, Lesson One:</b> How Did the American Revolution Start?	<input type="checkbox"/> Research Companion Pages 194-209 <input type="checkbox"/> Inquiry Journal Pages 158-169	HSS 5.5 Students explain the causes of the American Revolution.  HSS 5.6 Students understand the course and consequences of the American Revolution.
20 <b>Chapter Five, Lesson Two:</b> Why Is the Declaration of Independence Still Important Today?	<input type="checkbox"/> Research Companion Pages 210-219 <input type="checkbox"/> Inquiry Journal Pages 170-177	
21 <b>Chapter Five, Lesson Three:</b> What Were the Defining Moments of the War?  <b>Chapter Five, Lesson Four:</b> What Was It Like To Live During the American Revolution?	<input type="checkbox"/> Research Companion Pages 220-237 <input type="checkbox"/> Inquiry Journal Pages 178-193	
22 <b>Chapter Five, Lesson Five:</b> What Did the Colonists Gain by Winning the War?  Chapter Assessment	<input type="checkbox"/> Research Companion Pages 238-247 <input type="checkbox"/> Inquiry Journal Pages 194-201 <input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	



**California Social Studies Chapter Six: Weeks 23-26**

Week #	Lessons	Chapter Focus
<p>23</p> <p><b>Chapter Six:</b> Forming a New Government</p> <p><b>Essential Question:</b> How Does the Constitution Help Us Understand What It Means to Be an American?</p> <p><b>Inquiry Project:</b> Which Side Will You Choose?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 250-257</li> <li><input type="checkbox"/> Inquiry Journal Pages 208-211</li> </ul>	<p>HSS 5.7</p> <p>Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p>
<p>24</p> <p><b>Chapter Six, Lesson One:</b> What Was the Articles of Confederation and Why Did It Fail?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 258-265</li> <li><input type="checkbox"/> Inquiry Journal Pages 212-219</li> </ul>	
<p>25</p> <p><b>Chapter Six, Lesson Two:</b> How Does the Constitution Set Up Our Government Framework?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 266-277</li> <li><input type="checkbox"/> Inquiry Journal Pages 220-227</li> </ul>	
<p>26</p> <p><b>Chapter Six, Lesson Three:</b> How Do the Constitution and Bill of Rights Impact Citizens?</p> <p><b>Chapter Assessment</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 278-287</li> <li><input type="checkbox"/> Inquiry Journal Pages 228-235</li> <li><input type="checkbox"/> Inquiry Project</li> <li><input type="checkbox"/> Benchmark Assessment</li> </ul>	

**California Social Studies Chapter Seven: Weeks 27-31**

Week #	Lessons	Chapter Focus
27 <b>Chapter Seven:</b> Life in the Young Republic <b>Essential Question:</b> How Were the Early Years of the United States Transformative for the Nation? <b>Inquiry Project:</b> Which Change Will You Choose?	<input type="checkbox"/> Research Companion Pages 290-297 <input type="checkbox"/> Inquiry Journal Pages 238-241	HSS 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.
28 <b>Chapter Seven, Lesson One:</b> How Did Early Decisions Shape the Nation?	<input type="checkbox"/> Research Companion Pages 298-309 <input type="checkbox"/> Inquiry Journal Pages 242-249	HSS 5.9 Students know the location of the current 50 states and the names of their capitals.
29 <b>Chapter Seven, Lesson Two:</b> How Did Advancements in Technology and Transportation Shape the Nation?	<input type="checkbox"/> Research Companion Pages 310-317 <input type="checkbox"/> Inquiry Journal Pages 250-257	
30 <b>Chapter Seven, Lesson Three:</b> Who Were the People Living in the Early United States?	<input type="checkbox"/> Research Companion Pages 318-329 <input type="checkbox"/> Inquiry Journal Pages 258-265	
31 <b>Chapter Assessment</b>	<input type="checkbox"/> Inquiry Project <input type="checkbox"/> Benchmark Assessment	

**California Social Studies Chapter Eight: Weeks 32-36**

Week #	Lessons	Chapter Focus
<p>32</p> <p><b>Chapter Eight:</b> The Westward Expansion</p> <p><b>Essential Question:</b> What Does the Westward Expansion Reveal about the Character of Our Nation?</p> <p><b>Inquiry Project:</b> Create a Museum Gallery</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 332-339</li> <li><input type="checkbox"/> Inquiry Journal Pages 268-272</li> </ul>	<p>HSS 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>HSS 5.9 Students know the location of the current 50 states and the names of their capitals.</p>
<p>33</p> <p><b>Chapter Eight, Lesson One:</b> What Did Settlers Experience in Their Movement Westward?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 340-345</li> <li><input type="checkbox"/> Inquiry Journal Pages 272-279</li> </ul>	
<p>34</p> <p><b>Chapter Eight, Lesson Two:</b> How Did Westward Expansion Impact American Indians?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 346-353</li> <li><input type="checkbox"/> Inquiry Journal Pages 280-287</li> </ul>	
<p>35</p> <p><b>Chapter Eight, Lesson Three:</b> How Did California and Texas Become a Part of the United States?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research Companion Pages 354-367</li> <li><input type="checkbox"/> Inquiry Journal Pages 288-297</li> </ul>	
<p>36</p> <p><b>Chapter Assessment</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inquiry Project</li> <li><input type="checkbox"/> Benchmark Assessment</li> </ul>	