

## Curriculum Map

### Fifth Grade

#### Social Studies: Colonization2.

	<b><u>Content</u></b> The what of teaching: topics, themes, issues, concepts)	<b><u>Skills</u></b> (What exactly we want the students to know about the content)	<b><u>Essential Questions</u></b> (Questions for students that reflect the skills we want them to learn)	<b><u>Benchmarks Addressed</u></b> (Reference to <u>The Michigan Curriculum Framework</u> – should match the skills)	<b><u>Assessment</u></b> (Evidence of learning)	<b><u>Instructional Strategies</u></b> (How we teach: resources, specific steps in instruction, etc.)
November-December	<p>1. –Give examples of authority and the use of power without authority.</p> <p>2. –Explain various ways that nations interact with each other.</p> <p>3. – Summarize the sequence of key events in stories describing life from the past.</p> <p>4. –Identify and explain how individuals in history demonstrate good character and personal virtue.</p> <p>5. –Describe</p>	<p>Students will:</p> <p>1. – Explain the relationship between authority and power in government</p> <p>-Discuss people that use power without having authority</p> <p>-Discuss where people get their authority</p> <p>2. Explain how the U.S., in early history, interacted with other nations, e.g., trade, treaties, international organization</p>	<p>1. –Why did the Spanish Explorers believe the Native Americans were inferior to them?</p> <p>2. –Why do you think the new relationship between Europe and the Americas became known as the Columbian Exchange?</p> <p>3. –Why did the Europeans claim lands in the America’s even though people already</p>	<p>1. Soc.III.1.LE2</p> <p>2. Soc.III.5.LE1</p> <p>3. Soc.I.2.LE1</p> <p>4. Soc.I.2LE4</p> <p>5. Soc.IV.5LE2</p> <p>6. Soc.II.1LE2</p> <p>7. Soc.II.2LE4</p> <p>8. Soc.I.2LE2</p>	<p>1. –Write a paragraph on the Spanish relationship with the Native Americans. Identifying the exerting power and if those individuals had that authority.</p> <p>2. – Complete a trade chart using the map on pg. 98, list imports and exports, explain the trading between the 13 Colonies and other places, and answer questions.</p> <p>3. –After listening to a story</p>	<p>1. –Read pp. 74-79 Chapter 4.</p> <p>2. –Read pp. 94-99 Chapter 5</p> <p>3. –On going – read <i>Dear America: A Journey to the New World</i></p> <p>4. –Read pp.104-105 Chapter 5</p> <p>5. –Read pp. 114-119 Chapter 6</p> <p>6. –Read pp. 134-139 Chapter 7</p> <p>7. –Read pp. 144-147 Chapter 7</p>

	<p>benefits of international trade to consumers and producers.</p> <p>6. –Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.</p> <p>7. –Explain how various people and cultures have adapted to and modified the environment .</p> <p>8. –Use narratives and graphic data to compare the past with present day life.</p>	<p>s, cultural contracts.</p> <p>3. –Read narrative of historical events</p> <p>-Discuss the people, setting, and sequence important events</p> <p>-Write narratives</p> <p>4. –Identify individuals from Am. History that demonstrate good character and personal virtue and some that do not.</p> <p>- Read/research individuals and defend whether they display good character and personal virtue.</p> <p>5. –Identify products that were made by the New England, Middle, and Southern Colonies.</p> <p>- Trace the triangular trade route on a map</p> <p>-Describe the benefits to the colonists.</p> <p>6. –Locate communities in the U.S. with</p>	<p>lived there?</p> <p>4. –What are some qualities of good character and personal virtue?</p> <p>5. –What goods did the colonists send to other countries?</p> <p>6. –Why were the Middle colonies so appealing over the New England and Southern Colonies?</p> <p>7. –How have Europeans adapted and modified their ways to survive in the Colonies?</p> <p>8. –How was life in a New England village different from your today?</p>		<p>students will summarize key events by writing a journal entry from the main characters point of view (Dear America: A Journey to the New World)</p> <p>4. –Students will choose a person from the Colonial Period to study. They will then explain and defend why they did or did not demonstrate good character and personal virtue.</p> <p>5. –Read a resource and product map showing the colonies and the products. Then answer teacher generated questions.</p> <p>6. –Students will complete a chart on characteristics of the New England Colonies and the Southern Colonies and make comparisons .</p> <p>7. –Given</p>	
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		<p>different physical characteristics on a map</p> <ul style="list-style-type: none"><li>-Describe the physical characteristics found there</li><li>-Explain why the communities are located there</li></ul> <p>7. –Identify the adaptations and modifications of people and cultures</p> <ul style="list-style-type: none"><li>-Describe how these adaptations help the people better adapt to the environment</li></ul>			<p>two different cultures that settled in the colonies, students will explain how they adapted and modified their environments.</p> <p>8. –Write a response that compares your life to that of a person who live in a New England village.</p> <p>9. –Map test of the 13 Colonies.</p> <p>10. – Colonial Test Ch. 5,6,7</p>	
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