

## Curriculum Map

### Fifth Grade

#### Social Studies: Exploration

	<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.)
October – November	<p>1. – Place major events in chronological order. (Columbus and other explorers’ routes)</p> <p>2. –Interpret conflicting accounts of events in U.S. history and analyze the viewpoints of the authors.</p> <p>3. –Describe the causes, consequences, and routes, of major migration to the U.S.</p> <p>4. –Trace the national origin of common household items and trace flows, which brought them to the U.S.</p>	<p>1. – Read information text that sequences information</p> <p>- Interpret/analyze timelines that sequence information</p> <p>-Create timelines showing the sequence of events for a historic period (exploration era)</p> <p>2. –Discuss author’s point of view after reading and consider alternative opinions</p> <p>-Write an analysis of the same and consider more than one point of view</p> <p>-Read a narrative identify the point of view it</p>	<p>1. –What dates should appear on a timeline to cover the exploration era?</p> <p>2. –There are many accounts written about Columbus and what happened when he landed on American soil, who may have a different viewpoint to this account?</p> <p>3. –What are the causes and consequences of the different European Explorers’ routes?</p> <p>4. –What are some of the European</p>	<p>1. – Soc.I.1.LE.1</p> <p>2. – Soc.I.3.LE.2</p> <p>3. – Soc.II.3.LE.2</p> <p>4. – Soc.IV.5.LE.1</p>	<p>1. &amp; 3. – Create a timeline of different explorers (example pg. 53). Describe the reasons and consequences for those explorations.</p> <p>2. -After reading the story <b><u>Encounter</u></b> students will write the Native American point of view of the landing of Columbus.</p> <p>4. –Draw a map of explorers routes (example pg. 53)</p>	<p>1. – Read chapter 3, pp.50-55</p> <p>2. –Complete study guide and review worksheets</p> <p>3. –Read the book <b><u>Encounter</u></b> by Jane Yolen to the class.</p> <p>4. –Students write point of view paper.</p>

	<p>is written from and consider alternative view points 3. – Identify routes of migration to the U.S. on a map -Discuss causes and consequences of migration to the U.S. 4. – Identify household items that were purchased from England -Trace the trade routes of tea -Locate several different countries on the world map</p>	<p>and Asian countries where many of our household items came from?</p>			
--	---	---	--	--	--