

Curriculum Map

Fifth Grade

Social Studies: Family Trees

	<u>Content</u> The what of teaching: topics, themes, issues, concepts)	<u>Skills</u> (What exactly we want the students to know about the content)	<u>Essential Questions</u> (Questions for students that reflect the skills we want them to learn)	<u>Benchmarks Addressed</u> (Reference to <u>The Michigan Curriculum Framework</u> – should match the skills)	<u>Assessment</u> (Evidence of learning)	<u>Instructional Strategies</u> (How we teach: resources, specific steps in instruction, etc.)
March	1. Use primary sources to reconstruct past events in their local community. 2. Organize Social Studies information to make maps, graphs, and tables.	1. Explain the difference between a primary and secondary source. -Bring a primary source into the classroom and explain its significance. 2. Practice making maps, graphs, and tables on early American History topics.	1. What is a primary source? 2. What is a secondary source? 3. Can you organize your family tree on a poster board?	Soc.1.3L.E.1 Soc.V.1L.E.2	-Country Report -Family Tree -Students must bring in a primary source that represents their heritage and present it to the class.	-Provide guidelines and instructions for country reports and family trees. -Read pp. M14-M16 in <u>Our United States</u>