

Curriculum Map

Fifth Grade

Social Studies: Map Unit - Regions

	<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.)
September	<p>3. –Interpret Social Science information about local, state and national communities from maps, graphs, and charts</p> <p>4. – Draw sketch maps of community, region and nation.</p> <p>5. –Describe the geography of major United States regions, compare regions, and explain the processes that created them</p> <p>6. –Locate and describe the major places, cultures and communities</p>	<p>Students will:</p> <p>3. –Define and discuss the types of information one can access from maps, graphs, and charts</p> <p>-Practice decoding information from maps, graphs, and charts specific to a U.S. historical event</p> <p>4. –Discuss examples of sketch maps</p> <p>-Draw sketch maps using map elements (e.g. proportion or relative size, relative distance, orientation, label)</p> <p>5. –Study major regions</p>	<p>3. –What are the major parts of a map?</p> <p>4. –If you were to draw a map of the region what parts would you use?</p> <p>5. –What are some of the major geographic regions of the U.S.?</p> <p>6. –What are some of the major places, cultures and communities in the U.S.?</p> <p>7. –What is a basic ecosystem?</p> <p>8. –What are some different resources that may have influences settlement in the U.S.?</p> <p>9. –Given a</p>	<p>3. Soc.V.1.LE3</p> <p>4. Soc.II.4.LE.1</p> <p>5. Soc. II.4.LE.6</p> <p>6. Soc.II.1.LE.3</p> <p>7. Soc.II.2.LE.1</p> <p>8. Soc.II.2.LE.2</p> <p>9. Soc.II.2.LE.3</p> <p>10. Soc.II.3.LE.1</p> <p>11. Soc.II.3.LE.3</p> <p>12. Soc.II.3.LE.2</p> <p>13. Soc.II.4.LE.2</p>	<p>3. - Answer a social science question about a U.S. historical event or a national community after decoding a map, graph, or chart</p> <p>4. & 5. –Draw a map to show America. The map should be regional. Students should also be able to explain the process that created each region.</p> <p>6. – 13. –Fill out a compare/contrast chart on regions. In the chart students will look at all regions and explain each ones characteristics, ecosystems,</p>	<p>3. – 5. -Map Unit in Social Studies Book</p> <p>-Introduce and read about map concepts (title, legend, compass rose, scale, and special purpose maps)</p> <p>6. – 13. - Chapter 1 in Social Studies Book (Topic is Regions)</p> <p>-Read and review from Mastering the Social Studies MEAP Test: Grade 5 pp. 30-45</p>

	<p>of the nation and compare their characteristics</p> <p>7. –Explain basic ecosystem concepts and processes</p> <p>8. –Describe the location, use and importance of different kinds of resources and explain how they are created, and the consequences of their use.</p> <p>9. –Describe the major physical patterns, ecosystems, resources and land uses of the state, region, and country and explain the processes that created them.</p> <p>10. –Describe major kinds of economic activity and explain the factors influencing their location.</p> <p>11. –Explain how transportation and communication link people and communities</p> <p>12. –Describe the causes, consequences, routes and movement of</p>	<p>of the U.S.</p> <p>-Discuss the human and physical processes that create different regions in the U.S. (e.g. economic activities, climate, landforms)</p> <p>-Compare and contrast regions of the U.S.</p> <p>6. –Locate places on a map and describe the major places</p> <p>-Describe the characteristics of the places, cultures, and communities</p> <p>-Compare the similarities and differences of major places, cultures, and communities</p> <p>7. –Discuss ecosystem concepts and processes in the U.S.</p> <p>8. –Locate natural resources (gold, water, soil, iron ore) on a map and describe how they are created</p> <p>-Describe the use of these resources to meet the needs of the community</p> <p>-Discuss the consequences</p>	<p>region can you describe its characteristics ?</p> <p>10. –Can you identify each region and its economic influencing factor?</p> <p>11. –What are some different modes of communication and transportation ?</p> <p>12. –What are some of the different routes different cultural groups took to the U.S.?</p> <p>13. –Given two different regions can you compare the geographic features, the cultures, and the economic resources?</p>		<p>resources, land uses, economic activity, links to others by communication and transportation, how groups migrated to the region, and the main cultures of the regions.</p> <p>3. – 13. Social Studies Book Chapter 1 Test</p>	
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	<p>major migration to the United States</p> <p>13. –Describe places, cultures, and communities in the United States and compare them with other regions and countries.</p>	<p>of the use of these resources by humans</p> <p>9. –Identify examples of the major processes on Earth (e.g. climate, erosion, water cycle, and plant communities)</p> <p>-Describe how those processes produce physical patterns (e.g. weather, tectonic forces, freezing and thawing, soil building)</p> <p>-Discuss how the processes created ecosystems, resources, and land use in Michigan</p> <p>10. –Define an economic activity</p> <p>-Describe the types of economic activities</p> <p>-Discuss factors influencing their location</p> <p>11. –Define and identify modes of communication and transportation</p> <p>-Discuss how people use different modes of communication and</p>				
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		<p>transportation to move goods, people, services, and ideas</p> <p>12. -Identify routs of migration to the U.S. on a map</p> <p>-Discuss causes and consequences of migration to the U.S</p> <p>13. -Locate places on a map and describe the major places</p> <p>-Describe the characteristics of the places, cultures and communities</p> <p>-Compare the similarities and differences of major places, cultures, and communities</p>			
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