

Curriculum Map

Fifth Grade

Social Studies: Native Americans

	<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.)
October	<p>1. -Compose simple narratives of events from the history of the state of Michigan and the U.S. (Native People before Columbus)</p> <p>2. -Locate and describe cultures and compare the similarities and differences among the roles of women, men and families</p> <p>3. -Describe some of the major movements</p>	<p>Students will:</p> <p>1. – Read/discuss narratives -research stories from the past -write summaries of narratives explaining history -compose a historical narrative based on historical fact</p> <p>2. –Identify the characteristics (e.g. government, religion, education, language and</p>	<p>1. -Can you read narratives about different Native American Groups and write summaries of the information ?</p> <p>2. -What are some characteristics of the Hopi and the Iroquois tribes?</p> <p>3. -How did the first people arrive in North and South America?</p>	<p>1. Soc.I.3. LE.3</p> <p>2. Soc.II.1. LE.1</p> <p>3. Soc.II.3. LE.4</p> <p>4. Soc.V.1. LE.1</p> <p>5. Soc.V.2. LE.2</p> <p>6. Soc.VI. 2.LE.1</p> <p>7. Soc.V.2. LE.1</p> <p>8. Soc.II.1. LE.3</p> <p>9. Soc.II.2. LE.4</p> <p>10. Soc.II.3.</p>	<p>1. - 6. – Native American Group Project (to work as a group to create a non-fiction picture book). -Compose a historical narrative based on facts -Compare and contrast the role of men, women, and families of each Native American group -Show the movement of</p>	<p>-Read from Social Studies book pp. 28-33. -Fill out study guide -Read copies from old book -Introduce KWL -Explain and assign Native American Group Project -Share Projects -Fill out chart to make comparisons and contrasts of projects</p>

<p>of goods, people, jobs and information within the U.S. and explain the reasons for the movements</p> <p>4. -Locate information about communities using a variety of traditional sources, electronic technologies and direct observations</p> <p>5. -Gather and analyze information using appropriate information technologies to answer the question posted</p> <p>6. -Engage each other in conversations which attempt to clarify and resolve issues</p> <p>7. -Pose Social Science questions about the U.S.</p>	<p>family) of a culture in the U.S.</p> <p>-Describe the culture found in the U.S.</p> <p>-Discuss what role people play (e.g. men, women, and families) in the U.S.</p> <p>-Compare and contrast cultures found in the U.S.</p> <p>-Discuss how roles in the U.S. have changed over time</p> <p>3. -Identify major movements in the U.S. (e.g. Trail of Tears)</p> <p>-Discuss why goods, people, jobs, and information move</p> <p>4. -Locate and collect information on Early American History using oral history, artifacts, photos,</p>	<p>-What is the Trail of Tears?</p> <p>4. -Where can you get the information needed for your Native American Project?</p> <p>5. -Can you identify search words to focus your search on the web?</p> <p>6. -What is the focus question to your project?</p> <p>7. -What do you want to know about your assigned topic?</p> <p>8. - 11. - How did the environment affect the Native American's group way of life?</p> <p>12. -For your Native American Group Project what is the final product and</p>	<p>LE.3</p> <p>11. Soc.II.4. LE.2</p> <p>12. Soc.V.2. LE.4</p>	<p>each group</p> <p>-Use a variety of sources for information on the project.</p> <p>-Analyze information to pose focus questions for project</p> <p>-Students will engage with each other in conversations to clarify and resolve issues of working in a group.</p> <p>7. - KWL(model used for topics of project)</p> <p>-Be sure to do the W of the KWL</p> <p>8. - 11. - Compare and Contrast Chart for Projects</p> <p>-Compare and contrast the characteristics, cultures, transportation, and communication of two different groups.</p>	
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	<p>8. –Locate and describe the major places, cultures, and communities of the nation and compare their characteristics</p> <p>9. –Explain how various people and cultures have adapted to and modified the environment</p> <p>10. –Explain how transportation and communication link people and communities</p> <p>11. – Describe places, cultures and communities in the U.S. and compare them with other regions</p> <p>12. –Report the result of the investigation, including the procedure followed</p>	<p>diaries, maps, books and web sites</p> <p>5. –Discuss where to locate information on the web</p> <p>-Practice using technology to gather information</p> <p>-Practice reading for information</p> <p>-Sort and classify information</p> <p>-Draw conclusions</p> <p>6. –Define and discuss public policy issues</p> <p>-Practice discussing policy issues following the rules of group discussion</p> <p>-Practice responding appropriately during discussions.</p> <p>7. –Define and discuss a social science question about an U.S. History issue.</p>	<p>how will you reach that goal?</p>		<p>13. –Flow chart of project process.</p>	
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	<p>-State what they know, what they want to know, and what they learned (KWL)</p> <p>-Practice posing social science questions using a KWL</p> <p>8. -Locate places on a map</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>9. -Identify the adaptations and modifications of people and cultures</p> <p>-Describe how these adaptations help the people adapt to their environment.</p>			
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