

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.)
February	<p>1. Explain responsibilities citizens have to uphold constitutional rights.</p> <p>2. Describe issues that arise over constitutional rights.</p> <p>3. Explain how law is used to manage conflict in American society.</p> <p>4. Explain how a particular public issue became a problem and why people disagree about it.</p> <p>5. Give examples of authority and the use of power without authority.</p> <p>6. Recount the lives and characters of a</p>	<p>1. Discuss and explain examples from early history that show citizens upholding constitutional rights.</p> <p>2. Identify and discuss issues in early American history that arise do to competing constitutional rights.</p> <p>3. Define and discuss rule of law.</p> <p>-Discuss how law is used at a national level to manage conflict.</p> <p>4. Define and discuss positions related to a public policy issue, then list the pros and cons of each</p>	<p>1. What responsibilities do you have to uphold the constitutional rights?</p> <p>2. What are the specific rights guaranteed by the constitution?</p> <p>3. How is law used to manage conflict in our American society?</p> <p>4. Given a situation can you identify the opportunity cost?</p> <p>5. Can you give an example of authority and the use of power without authority?</p> <p>6. After you recount the lives of individuals from the past,</p>	<p>Soc.III.2L.E.3 Soc.III.3L.E.2 Soc.III.4L.E.2 Soc.IV.1L.E.2 Soc.III.1L.E.2 Soc.I.2L.E.3 Soc.I.4L.E.2 Soc.IV.3L.E.1 Soc.III.2L.E.1 Soc.IV.4L.E.1</p>	<p>-Chapter 8 Test (<u>Our United States</u>)</p> <p>-Generate a list of 4-5 problems during constitutional period, which divided colonies.</p> <p>Explain your position and how law would help in the situation (Make sure to include the King as part of list).</p> <p>-Write a biography about a Revolutionary War person.</p> <p>-In groups, students design a chart showing advantages and disadvantages of the Boston Tea Party being sure to include the</p>	<p>-Read chapter 8 pp. 162-179 in <u>Our United States</u>.</p> <p>-Review conflicts of Revolutionary War.</p> <p>-Students will read and research a person important to the Revolutionary War.</p> <p>-Read information about the Boston Tea Party.</p> <p>-Read and discuss the Declaration of Independence pp. 612-615 in <u>Our United States</u></p> <p>-Read and discuss the Navigational Act</p>

	<p>variety of individuals from the past representing their local community, the state of Michigan or other parts of the U.S.</p> <p>7. Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations ; the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.</p> <p>8. Use the decision making model to explain a choice involving a public good or service.</p> <p>9. Interpret the development and summarize the main points in the Declaration of Independence.</p> <p>10. Explain how prices are determined in a market economy and how they serve as a means of allocating resources.</p>	<p>position related to the issue.</p> <p>5. 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, e.g. traditional, legal, and consent of the people.</p> <p>6. Read, research, and discuss the lives of past individuals, then write accounts of their lives.</p> <p>7. Define ethical considerations , short and long term consequences, and debate past problems.</p> <p>8. Review the concepts of benefits, costs, and alternative choice, when facing scarcity.</p> <p>9.Trace the events that precipitated the writing of the Declaration of Independence, e.g., Stamp Act, Boston Massacre,</p>	<p>can you list the important events to summarize you paper?</p> <p>7. Given a situation can you identify the long-term and short-term consequences of a decision?</p> <p>8. What are the definitions of benefit cost and alternative choice?</p> <p>9. What are the three parts of the Declaration of Independence ?</p> <p>10. What is one method for allocating resources?</p>		<p>long-term consequences.</p> <p>-Write a letter to England explaining why the colonies want independence from England (as expressed in the Declaration of Independence)</p> <p>.</p> <p>-Given a product, state how England’s restrictions (Navigational Acts) affected the colonial economy for that product.</p>	
--	---	---	---	--	--	--

		<p>Boston Tea Party ... -Explain the main points in the Declaration of Independence, e.g. the three parts.</p> <p>10. Define and describe resources -Discuss various methods for allocating resources -Discuss how prices determine the allocation of resources in a market economy.</p>				
--	--	--	--	--	--	--