



Recommended 5<sup>th</sup> Grade Curriculum Framework

<b>Content: SOCIAL STUDIES: Grade 5</b>						
<b>Topic: Land and People Before Columbus (Weeks 1-3)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>SS-E-5.1.2</b> History can be understood by using a variety of primary and secondary sources and tools (artifacts, diaries, timelines).</p> <p><b>SS-E-5.2.1</b> Native American cultures in the United States had similarities (e.g., gender roles, family organization, religion, values) and differences (e.g., language, shelter, tools, foods, and clothing). Suggested links- Settler- Native American culture clash</p> <p><b>SS-E-5.2.4</b> The study of history is divided into broad time periods, Land and People Before Columbus.</p>	<p><b>POS-SS-5-H-1</b> Students will explore the Interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of the history of the United States using a variety of tools (e.g., primary and secondary sources, data, artifacts).</p> <p><b>POS-SS-5-H-2</b> Students will develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation.</p> <p><b>POS-SS-5-H-3</b> Students will recognize broad historical periods and eras of the history of the United States, Land and People Before Columbus.</p> <p><b>POS-SS-5-H-5</b> Students will examine the historical contributions of individuals and groups.</p>					

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<p><b>POS-SS-5-G-5</b> Students will understand human settlement patterns in the United States and how they were related to the physical environment.</p> <p><b>SS-E-4.3.1</b> Human populations gather in groups of different sizes and in different locations in the world.</p> <p><b>SS-E-4.4.2</b> People adapt or modify the environment to meet their needs such as producing food, and building shelter.</p> <p><b>POS-SS-5-CS-1</b> Students will understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.</p> <p><b>SS-E-2.1.2</b> Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.</p>	<p><b>Geography</b>  <b>A.E. 2.19</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explain the influence of geographic factors on human movement.</li> <li>• Understand and use geographic vocabulary.</li> <li>• Examine the interaction between people and their environment and predict trends.</li> </ul> <p><b>Culture and Society</b>  <b>A.E. 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Recognize that culture is learned.</li> </ul> <p><b>Historical Perspective</b>  <b>A.E. 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Make inferences about issues, events, or people based on historical data.</li> </ul>					

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