



Recommended 5th Grade Curriculum Framework

Content: SOCIAL STUDIES: Grade 5						
Topic: Revolutionary War (Weeks 12-14)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>SS-E-5.1.1 Accounts of historical events are influenced by perceptions of people and the passing of time. *Suggested links- Boston Tea Party and Boston Massacre.</p> <p>SS-E-5.1.3 Historical events have multiple causes.</p> <p>SS-E-5.1.2 History can be understood by using a variety of primary and secondary sources.</p> <p>SS-E-5.2.4 The study of U.S. history is categorized into broad historical periods and eras; War for Independence.</p>	<p>POS-SS-5-H-1 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>POS-SS-5-H-2 Students will develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation.</p> <p>POS-SS-5-H-3 Students will recognize broad historical periods and eras of the history of the United States, War for Independence.</p> <p>POS-SS-5-H-4 Students will trace change over time in the history of the United States and identify reasons for change.</p>					

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<p>SS-E-1.3.2 The U.S. government guarantees certain rights (e.g. freedom of religion, freedom of press) such as those found in the Bill of Rights, the first 10 amendments to the U.S. Constitution. (Define and give examples of freedom, equality, fairness (justice) and choice.)</p> <p>SS-E-2.4.2 Compromise and cooperation are tools for social interaction.</p>	<p>POS-SS-5-GC-4 Students will explore the rights and responsibilities of citizens in real-life situations.</p> <p>POS-SS-5-CS-3 Students will examine social interactions among diverse groups in the history of the United States.</p> <p>Historical Perspective AE. 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Examine cause and effect and multiple causation. • Use historical data to make inferences about issues, events, or people based on historical data. • Explore temporal relationships of historical events. 					

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	<p>Government and Civics A.E.2.14: Students should understand the democratic principles of justice, equality, responsibility and freedom. A.E 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. <u>Demonstrators</u></p> <ul style="list-style-type: none"> Determine right and responsibilities in real-life situations. <p>Culture and Society A.E.2.16 Students observe, analyze and interpret human behaviors; social groupings and institutions to better understand people and the relationship among individuals and among groups. A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p>					

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	<p><u>Demonstrators</u></p> <ul style="list-style-type: none">Recognize and respect various individual and group belief systems.(analyze situations from different perspectives)Explore strategies for solving problems arising from cultural tensions. <p><u>A.E. 5.1</u> Form and defend an opinion based on multiple perspectives.</p> <p><u>A.E. 5.4</u> Analyze alternatives: make a decision.</p>					