



Recommended 5th Grade Curriculum Framework

Content: SOCIAL STUDIES: Grade 5						
Topic: The American Civil War (Weeks 23-25)						
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-5.1.2 History can be understood by using a variety of primary and secondary sources and tools (artifacts, diaries, timelines).</p> <p>SS-E-5.1.3 Historical events have multiple causes. Suggested links - westward movement before the civil war, slavery, economic differences, states rights' issue.</p> <p>SS-E-5.2.5 Slogans, monuments, poems, and other readings can illustrate important events and ideas in American History. Suggested link- Gettysburg Address.</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.</p> <p>POS-SS-5-H-6 Students will recognize the significance of important symbols, monuments, patriotic songs, poems, and</p>					

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<p>SS-E-2.4.2 Compromise and cooperation are tools for social interaction.</p>	<p>written passages in the history of the United States.</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. <p>Culture and Society A.E. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p>Demonstrators</p> <ul style="list-style-type: none">• Explore conflict resolution strategies for problems arising from cultural tensions.					

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	<p>A.E. 6.1</p> <ul style="list-style-type: none">Analyze a situation from different perspectives.					