



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

<b>Content: SOCIAL STUDIES: Grade 5</b>						
<b>Topic: Industrialization (Weeks 26-29)</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-5.2.3</b> The way we live has changed over time for Americans because of changes in many areas. For example, communication, innovation/inventions, homes, transportation, recreations traditions and education.</p> <p><b>SS-E-3.1.2</b> Consumers use goods and services to satisfy economic wants and needs.</p> <p><b>SS-E-3.2.1</b> Economic systems can be as large as the U.S.</p> <p><b>SS-E-3.2.2</b> The US economic system has financial institutions. (e.g. banks)</p> <p><b>SS-E-3.2.3</b> The US economic system is based on free enterprise where businesses seek to make profits by producing goods and services.</p>	<p><b>POS-SS-5-H-4</b> Students will trace change over time in the history of the United States and identify reasons for change.</p> <p><b>POS-SS-5-E-1</b> Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and government in the United States.</p> <p><b>POS-SS-5-E-2</b> Students will examine basic components (e.g., taxes, goods and services provided by government) of the economic system of the United States.</p>					

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<p><b>SS-E-3.2.4</b> Profit is the difference between revenues and the costs entailed in producing or selling goods.</p> <p><b>SS-E-3.4.1</b> Producers create goods and services. Consumers make economic choices about which ones to purchase.</p> <p><b>SS-E-3.4.2</b> The government provides goods and services, (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, and grocery stores) for profit.</p> <p><b>SS-E-3.4.3</b> Producers who specialize create specific goods and services, for example, computer games, tennis shoes, movie theaters. Suggested links- inventions and growth of factories.</p>	<p><b>POS-SS-5-E-3</b> Students will trace changes over time in the economic system of the United States, including changes in the goods and services produced by the United States workers and the impact of specialization.</p> <p><b>Economics</b> <b>A.E.2.18</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore interdependent relationships among personal, local, state, national, and international economies.</li> <li>• Develop informed decisions based on a variety of economic considerations.</li> <li>• Understand the importance of planning and maintaining accurate records of budgeting and other financial activity.</li> <li>• Recognize and apply fundamental marketing strategies (e.g., survey, cost analysis, product development).</li> </ul>					

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	<p><b>Historical Perspective</b>  <b>AE. 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>Recognize continuity and change,.</li> <li>Distinguish among the past, present, and future.</li> </ul> <p><b>A.E.6.1</b></p> <ul style="list-style-type: none"> <li>Illustrate the connection of knowledge between subject areas.</li> </ul> <p><b>A.E. 6.2</b></p> <ul style="list-style-type: none"> <li>Make predictions based on information.</li> </ul>					

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