



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

Content: SOCIAL STUDIES: 5 <sup>th</sup> Grade						
Topic: Colonialism (Weeks 8-11)						
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><b>SS-E-5.2.4</b> History is divided into broad time periods, Colonialization.</p> <p><b>SS-E-5.2.2</b> People explored and settled America for multiple reasons (e.g., freedoms, opportunities, fleeing negative situations).</p> <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-4.2.1</b> Every place is unique and can be described by its human (e.g. language, religion, housing) and physical characteristics (e.g. landforms, climate, water).</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, Colonialization.</p> <p><b>POS-SS-5-G-3</b> Students will recognize unique places in the United States.</p> <p><b>POS-SS-5-G-4</b> Students will examine how the history of the United States was influenced by its physical environment.</p>					

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<p><b>SS-E-4.3.2</b> Humans usually settle where there are adequate resources to meet their needs. * Suggested links- 13 colonies</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>SS-E-4.4.3</b> Physical environment both promotes and limits human activities</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 serve to define specific groups and perspectives. Suggested link- Native American Culture clash.</p> <p><b>SS-E-2.2.1</b> All cultures develop institutions, customs, beliefs and holidays reflecting their unique histories, situations and perspectives. Suggested link- Colonial Lifestyles.</p>	<p><b>POS-SS-5-CS-3</b> Students will examine social interactions among diverse groups in the history of the United States.</p> <p><b>Culture and Society</b> <b>A.E.2.16</b> Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationship among individuals and among groups. <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>					

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<p><b>SS-E-2.3.1</b> Various human needs are met through the interaction in and among social groups (e.g., family, schools, teams, and clubs.)</p> <p><b>SS-E-2.4.2</b> Compromise and cooperation are tools for social interaction*. Suggested links- Native American Culture clash.</p>	<p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explore conflict resolution strategies for solving problems arising from cultural tensions.</li> <li>• Investigate how society is influenced by a variety of cultures.</li> <li>• Recognize how culture is learned.</li> <li>• Demonstrate the ability to function as a part of a social system.</li> <li>• Describe changing roles in different social situations.</li> </ul> <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>• Examine the interaction between people and their environment and predict trends.</li> <li>• Explain the influence of geographic factors on human movement.</li> <li>• Understand and use geographic vocabulary.</li> </ul>					

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	<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>• Examine the cause and effect and multiple causation.</li><li>• Explore temporal relationships of historical events.</li></ul>					