

CURRICULUM MAP

Subject: Social Studies - History 2nd Quarter

Teachers: Ms. Manzano, Mr. Santiago, Mr. Figueroa, Mrs. Wesley, Ms. Romanes, Ms. Oilouch

Month Oct./ Nov./ Dec./ Jan.	WEEK 1 and 2	WEEK 3	WEEK 4 and 5	WEEK 6	WEEK 7 and 8	WEEK 9
Concept	<p>Standard1: Culture- Students about the systems of beliefs, knowledge, values, and traditions of various cultures and how those aspects influence human behavior.</p> <p>5.1.1 Explain the early Relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them.</p> <p>Standard 3: Geography – Students learn to create spatial views and geographic perspectives of the world by studying people, places, and human environment interactions</p> <p>5.3.1 – Use maps, globes Parallels of latitude and meridian longitude North America major geographical features Key waterways Map key</p>	<p>Standard2: History Students learn how human beings view themselves in and over time</p> <p>5.2.6 Describe the goals and extent of the Dutch settlement in New York; the French settlements in Canada; and the Spanish settlements in Florida, the Southwest, and California.</p>	<p>Standard 2: History – Students learn how human beings view themselves in and over time.</p> <p>5.2.7 Identify some of the major leaders and groups responsible for the founding of the original colonies in North America.</p>	<p>Standard 2: History – continued</p> <p>5.2.8 Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.</p>	<p>Standard 2: History – continued</p> <p>5.2.1 Sequence timelines of historical events studied.</p> <p>Standard 4: Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p> <p>5.4.4 Explain why the Articles of Confederation failed and contributed to the need for a Constitutional Convention.</p>	<p>Standard 4 Government and Civics Students learn to achieve civic competence by studying the structures of power, authority, and governance.</p>
Common Core State Standards	5.RI.2 Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.RI.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	5.RI.2 Determine 2 or more main ideas of a text and explain how they are supported by key details; summarize the text	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.RI.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
SAT Skill	<ul style="list-style-type: none"> ◆ Apply information from a map ◆ Draw a conclusion using a map and a graph ◆ Recognize a physical 	<ul style="list-style-type: none"> ◆ Evaluate the effects of human migration ◆ Analyze the effect of human settlement on the environment 	<ul style="list-style-type: none"> ◆ Analyze the effects of geography on early societies ◆ Analyze a historical perspective 	<ul style="list-style-type: none"> ◆ Draw a conclusion based on an artifact ◆ Recognize the ways historians learn about the past 	<ul style="list-style-type: none"> ◆ Analyze the effect of human settlement on the environment ◆ Recognize the ways historians learn about the 	<ul style="list-style-type: none"> ◆ Draw a conclusion using multiple perspectives ◆ Recognize the ways historians learn about the

