

| **Marietta City Schools** **District Unit Planner** | | | | | |
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| *Grade 5 Social Studies* | | | | | |
| **Theme** | *Unit 1 Themes in Fifth Grade Social Studies* | | | **Unit duration (Days)** | *5-10 Days* |

| **GA DoE Standards** | |
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| **Standards/Themes:**  **Beliefs and Ideals**: The student will understand that people’s ideas and feelings influence their decisions.  **Location:** The student will understand that where people live matters  **Individuals, Groups, and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.  **Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices.  **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.  **Information Processing Skills:**  3. identify issues and/or problems and alternative solutions  11. draw conclusions and make generalizations  9. construct charts and tables | |
| **Essential Questions** | |
| **Factual—**  What beliefs or ideals are important to you? What impacts do movement and migration have on a place? What are the three economic questions? What are goods and services? What are examples of scarce resources? What is technology?  **Inferential—**  How does our school’s belief statement affect the decisions teachers and students make? How do my own beliefs influence the decisions I make? How do we resolve conflict within our school and classroom vs. at home? How do the actions of individuals, groups, and/or institutions affect myself? How does location affect society’s economy, culture, and development? Why do people move to new places? How do people change when they move to a new place? How do societies decide what goods and services to produce, distribute, and consume? How does scarcity affect our everyday lives?  **Critical Thinking-**  How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society? Why does conflict often lead to change? How do the actions of individuals, groups, and/or institutions affect others in society? How are societies affected by the movement or migration of people and ideas? Why are goods and services important to a community? Why can’t we all have everything we want? | |
| **Tier II Words-** High Frequency Multiple Meaning | **Tier III Words-** Subject/ Content Related Words |
| Innovation  Conflict  Change  Consequences, Intended, Unintended  Alternatives, Decisions | Movement, Migration  Production, Distribution, and Consumption  Beliefs, Ideals, Customs |
| **Assessments** | |
| **Summative Assessment(s):**  There is no summative assessment for this introductory unit. Teachers may choose to utilize the Theme Based Writing Task as a summative.  **Theme Based Writing Task:**  1. Pick a Theme, Any Theme  The Themes of Social Studies permeate grades K-12 and are built into every unit. Students write a response to the prompt: *Why is it important to learn about the Themes of Social Studies.*  Standards: ALL SS Themes  2. DBQ: [What is the best way to remember historic Events?](https://drive.google.com/drive/folders/1ewyOcEd5zmqoLwR5xQrtjusDXjMv6YMX?usp=sharing) Design and write a proposal for a new 9/11 Memorial  Standards:  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions.  **Conflict and Change:** The student will understand that conflict causes change.  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.  **SS5H7: Trace important developments in America from 1975 to 2001.** b. Describe the events of September 11, 2001, and analyze their impact on American life. | |

| **Teacher Resources** These resources are intended to support teachers with background information and planning for instruction | | | |
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| [Parent Information Letter](https://docs.google.com/document/d/1lQmEQEURfg_2itv019oFc6jDbuCooyObaC19X64cL3g/edit)- edit for school specific information  [K-5 Map Collection:](https://drive.google.com/file/d/19Yqh1KXGrz_4LtC5jcHFQ8MTpK5ImQP_/view?usp=sharing) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.  Additional unit information may be found at [GA DoE Inspire](https://inspire.gadoe.org/collection/45.0060/0) | | | |
| **Objective or Content** | **Learning Experiences** | | **Differentiation Considerations** |
| **Beliefs and Ideals:** The student will  understand that people’s ideas and  feelings influence their decisions.  **Conflict and Change:** The student will understand that conflict causes change.  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.  **SS5H7: Trace important developments in America from 1975 to 2001.** b. Describe the events of September 11, 2001, and analyze their impact on American life. | [What is the best way to remember Historic Events?](https://drive.google.com/drive/folders/1ewyOcEd5zmqoLwR5xQrtjusDXjMv6YMX?usp=sharing) Document Based Question (DBQ)  Students investigate 9/11 memorials and write a proposal for a new monument honoring and/or remembering the people and events.. They will create a presentation explaining their position on the analytical question, *What is the best way to remember Historic Events?*  *(*Teacher Note- you may choose to do this DBQ in the 1975 - 2001 Unit) | | Teacher guided instruction  Preview Vocabulary prior to teaching.  Read aloud and/or analyze documents in small groups. |
| **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions. | [Beliefs and Ideals](https://docs.google.com/document/d/1TJHmU9chFa5mpq4DPIW30xS7lmfTg84nEl3D4kmScyw/edit)  Explore the school’s vision and beliefs and connect these ideals to personal beliefs and ideals. | | Provide group discussion prompts in advance |
| **Location:** The student will understand that where people live matters | [Location is Everything](https://docs.google.com/document/d/1aDa_PHhN0UUMESK1eaZObzUby1SFIgbAfx7wq1F6YIM/edit)  Compare characteristics of familiar locations. | | Allow students to work collaboratively to complete the tasks  Provide pictures for locations |
| **Individuals, Groups, and Institutions**: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not. | [Individuals, Groups, and Institutions](https://docs.google.com/document/d/1GG5yN7g0ykJoTHwOteUwTDIcE-sVUTonlw_U8VT12_Y/edit)  Draw on past experiences to identify and explain individuals, groups and institutions. | | Preview vocabulary in small groups  Provide picture cards for vocabulary  Allow for oral instead of written answers.Students create an original representation of their ideas. |
| **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services. | [Production, Distribution, and Consumption](https://docs.google.com/document/d/1NwwkkC-WDP8AwprpMb41EEb6pd75Sic02QUpdZYuoIw/edit)  Follow the production, distribution, and consumption of a well-known good. | | Provide group discussion prompts in advance  Preview vocabulary in small groups |
| **Scarcity:** The student will understand that because people cannot have everything they want, they have to make choices. | [Scarcity](https://docs.google.com/document/d/1hqCWU3OIAU5Esnf3lnn3PaPnVCOQa4P0VLvNsuJHrW0/edit)  Examine the problem of scarcity and solutions. | | Model connecting relationships between two objects or concepts  Preview vocabulary in small groups |
| **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology. | [Technological Innovation](https://docs.google.com/document/d/1J8Q2TxCe1qb-zwKa5sFvBjulRwm9U1YVKDl2unYRvh8/edit)  Understand the impact of technology on society. | | Allow students to work with partners.  Provide discussion prompts  Model Pros/Cons with a familiar topic |
| **Individuals, Groups, and Institutions**: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. | [Individuals, Groups, and Institutions](https://docs.google.com/document/d/18HwmuDuVl9J0dAgtclOHk27jrvbdCsg5hEMWPgJaDzo/edit)  Discuss students’ group memberships and the characteristics of the groups. | | Purposeful grouping of students  Work with small groups as needed Provide discussion prompts |
| **Recommended High Quality Complex Texts** | | | |
| *Grandfather’s Journey* by Allen Say *The Tortilla Factory* by Gary Paulsen *The Great Fuzz Frenzy* by Janet Stevens and Susan Steven Crummel *Ox-Cart Man* by Donald Hall *The Lorax* by Dr. Seuss *Bringing the Rain to Kapiti Plain* by Verna Aardema  *The Little House* by Virginia Lee Burton *Fly Away Home* by Eve Bunting T*he Mitten* by Jan Brett | | | |