

| **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 solutions11. draw conclusions and make generalizations9. 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 |
| InnovationConflictChangeConsequences, Intended, UnintendedAlternatives, Decisions | Movement, MigrationProduction, Distribution, and ConsumptionBeliefs, 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 ThemeThe 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 Themes2. 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 MemorialStandards:**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 willunderstand that people’s ideas andfeelings 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 instructionPreview 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 tasksProvide 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 groupsProvide picture cards for vocabularyAllow 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 advancePreview 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 conceptsPreview 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 promptsModel 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 studentsWork 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 BuntingT*he Mitten* by Jan Brett |