



3 Colonization WWAIPAT (23-24)

Duration: 6 Weeks, 6 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, English

Grades: 5

Planning



Transdisciplinary theme

Where we are in place and time

Transdisciplinary theme focus

- the discoveries, explorations and migrations of humankind



Central idea

The reasons and motivations for settlement can influence culture



Learner profile attributes

Knowledgeable, Thinkers

Development of the learner profile attribute(s)

As students inquire about the exploration and settlement of early America, they will become more knowledgeable about the impact of migration and think about differing historical perspectives, decisions and outcomes.



Key concepts

Causation, Perspective



Related concepts

Concepts

- **Causation:** settlement
- **Perspective:** opportunity, adaptation



Lines of inquiry

- The reasons people settle in particular locations (settlement, causation)
- The motivations for settlement (opportunity, perspective)
- How people adapt to settlement and resettlement (adaptation, perspective)



Approaches to learning

Thinking Skills

Thinking Skills

Thinking Skills (General)

Teaching the ATL skills

Thinking skills as students will make connections, interpreting data and drawing conclusions.
SEL - Safer Smarter Kids



Subject standards

Social Studies

Economics

Exchange and Markets

- ECO 5.2 - Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. *(ECO 5.2)*
- ECO 5.3 - Explain why individuals and businesses specialize and trade. *(ECO 5.3)*

Economic Decision-Making

- ECO 5.1 - Identify positive and negative incentives that influence the decisions people make. *(ECO 5.1)*

History

Change, Continuity and Context

- HIST 5.3 - Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. *(HIST 5.3)*
- HIST 5.2 - Compare life in specific historical periods to life today *(HIST 5.2)*
- HIST 5.1 - Create and use a chronological sequence of related events to compare developments that happened at the same time. *(HIST 5.1)*

Geography

Human Population: Spatial Patterns and Movement

- GEO 5.3 - Explain how human settlements and movements relate to the locations and use of various natural resources. *(GEO 5.3)*

Human-Environment Interaction: Places, Regions and Culture

- GEO 5.2 - Explain how culture influences the way people modify and adapt to their environments. *(GEO 5.2)*

Geographic Representations and Spatial Views of the World

- GEO 5.1 - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. *(GEO 5.1)*

English

Reading: Literature

Integration of Knowledge and Ideas

- CCSS.ELA-LITERACY.RL.5.9 - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *(CCSS.ELA-LITERACY.RL.5.9)*

Craft and Structure

- CCSS.ELA-LITERACY.RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described. *(CCSS.ELA-LITERACY.RL.5.6)*
- CCSS.ELA-LITERACY.RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *(CCSS.ELA-LITERACY.RL.5.5)*

Key Ideas and Details:

- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *(CCSS.ELA-LITERACY.RL.5.1)*
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *(CCSS.ELA-LITERACY.RL.5.2)*
- CCSS.ELA-LITERACY.RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). *(CCSS.ELA-LITERACY.RL.5.3)*

Writing

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) *(CCSS.ELA-LITERACY.W.5.5)*

Range of Writing

- CCSS.ELA-LITERACY.W.5.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *(CCSS.ELA-LITERACY.W.5.10)*

Research to Build and Present Knowledge

- CCSS.ELA-LITERACY.W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.5.9)*
- CCSS.ELA-LITERACY.W.5.9.A - vApply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). *(CCSS.ELA-LITERACY.W.5.9.A)*
- CCSS.ELA-LITERACY.W.5.9.B - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). *(CCSS.ELA-LITERACY.W.5.9.B)*

Text Types and Purposes

- CCSS.ELA-LITERACY.W.5.3.E - Provide a conclusion that follows from the narrated experiences or events. *(CCSS.ELA-LITERACY.W.5.3.E)*
- CCSS.ELA-LITERACY.W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *(CCSS.ELA-LITERACY.W.5.1)*

- CCSS.ELA-LITERACY.W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.5.3)
- CCSS.ELA-LITERACY.W.5.3.A - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.5.3.A)
- CCSS.ELA-LITERACY.W.5.3.B - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-LITERACY.W.5.3.B)
- CCSS.ELA-LITERACY.W.5.3.C - Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS.ELA-LITERACY.W.5.3.C)
- CCSS.ELA-LITERACY.W.5.3.D - Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-LITERACY.W.5.3.D)

Implementing



Learning experiences

[WWAIPIT Planner 23-34](#)



Resources

- [Google Sheets: Sign-in](#)
- [WWIPT 2022-23 Timeline](#)
- https://docs.google.com/document/d/1PsFKjhDRTaJo_P8aib2B2kSxSqLNFx_0/edit?usp=sharing&ouid=116671765858445230347&rtpof=true&sd=true
- [Google Docs: Sign-in](#)
- [WWAIPIT Summative](#)

Reflecting



Teacher reflections

Ongoing reflection

Jeremy Ellis • 10:48 am, 7th Mar 2024

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

The central idea is posted, shared often, handed to students and CLOSEly read - mind-mapped the vocabulary for further understanding; projects, lessons, videos, and reading content aligns with students' understanding of the central idea; daily discussions around the central idea occur as well

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

Reflections and discussions (small and whole group) regarding the LP and ATLs helped students develop and recognize the characteristics; Students nominated a Student of the

Unit based on the attributes and encouraged them to strive for something more

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

Students completed a summative project assessment, formative worksheets, participation in groups and writing pieces comparing and contrasting the early life of natives and colonists. They explored the causes of early migration and the effects on the populations.

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?

EA teachers can see our units and prepare their own lessons. There is limited time to meet between EA and regular ed.

What did we discover about the process of learning that will inform future learning and teaching?

Students are under immense strain, pressure, and stress and bring in disrespectful and inappropriate behaviors that disrupt learning. There is a lot of disruption to learning. We are adding in SEL and RC strategies throughout the lessons.



Assessment reflections

Ongoing reflection

Pauline M. Reed • 11:05 am, 7th Mar 2024

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

Teachers were able to monitor and measure learning as students not only demonstrated their learning through activities like creating slide shows and responding to inquiry questions, but also completed a magazine comparing and contrasting early life for both the colonists and natives. They also took a quiz and gave presentations.

What evidence did we gather about students' knowledge, conceptual understandings and skills?

Students not only demonstrated their learning through activities like creating slide shows and responding to inquiry questions, but also completed a magazine comparing and contrasting early life for both the colonists and natives. They also took a quiz and gave presentations.

How will we share this learning with the learning community?

Students presented to other peers about their learning and work was displayed in hallways to share their learning.



Notes

Ongoing reflection

Pauline M. Reed • 11:08 am, 7th Mar 2024

Teachers have canceled the supplementary trip to Plimoth/Patuxet Plantation as an additional supplemental experience due to issues safety and student behavior.