

Grade 5 Social Studies Curriculum

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **Academic Year**
Status: **Published**

Statement of Purpose and Table of Contents

Statement of Purpose

The enclosed social studies curriculum is intended for fifth-grade students. Students will begin the curriculum with exposure to texts of various genres (fiction, nonfiction, biographies, etc.) to expand their understanding of communities and how they work. This includes creating rules and laws and solving various conflicts as well as recognizing bullying and how to prevent it. These texts will also help to expand their understanding of communities and how they work. They will develop an ability to differentiate between wants and needs and supply and demand. Additionally, they will analyze the benefits and drawbacks of technology in the workforce. Students will come to understand how the American Identity came to be shaped and how interactions with other countries assisted in that identity. They will investigate important symbols of our country as well. Students will touch on the American Revolution as a means to separate the new country's identity away from England. Students will begin to study the foundations of our government. They will discuss a representative democracy and the rights to vote in said democracy. They will analyze the Articles of Confederation and start to gain an understanding of why they couldn't endure as the document to govern the new United States. By studying the United States Constitution, and the compromises that were made in order for it to be ratified by the states, students will gain an understanding of how the country's most important document shapes the rights and freedoms of its citizens. Because The Articles of Confederation were not successful in creating a strong government or uniting the country after declaring independence from Great Britain, our founding fathers created the Constitution to establish a federal government system to enforce the laws and unite the country. The Constitution allowed for shared powers among the federal, state and local governments. It also established a system of checks and balances among the three branches of government. This allowed for the Bill of Rights and Amendments for the liberty of its citizens. After much debate, it was accepted and has endured over decades.

Different types of government exist throughout the world. Students will continue to expand their understanding of trade and migration as well as the differences between supply and demand. They will begin to expand their understanding of World War II and the Holocaust. Students will discover some of the national parks and monuments within the United States. They will also study the beliefs of different cultures within the country. Students will gain a global perspective on climate change by examining the role that culture and the modern world plays on impacting climate change. Through research using technology, students will gather information and make connections from around the world to understand how climate change affects their daily lives. Students will become aware of new strategies that they can implement as part of their daily lives to reduce their

global footprint while teaching others how to be the change the world needs.

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Unit 1- Building Community, Preventing Bullying, Conflict Resolution

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **September/October**
Status: **Published**

Summary of the Unit

In this cross-curricular unit, students will be exposed to texts of various genres (fiction, nonfiction, biographies, etc.) to expand their understanding of communities and how they work. This includes creating rules and laws and solving various conflicts as well as recognizing bullying and how to prevent it.

Enduring Understandings

- People must compromise to build a strong community.
- Compromise is essential in conflict resolution.
- Bullying is a type of conflict that comes in all forms and is unacceptable.

Essential Questions

- Why is compromise important?
- What is bullying? Why is it wrong?

Resources

Fountas & Pinnell Interactive Read Aloud Texts and Lessons

They can be taught through discussion (turn & talk), anchor charts, or response to reading activities (introduced and reinforced during IRAs).

- Reader's Notebook
- Book Talk

Empathy Text Set

Mrs. Katz and Tush by Patricia Pollacco

Smoky Night by David Diaz

My Man Blue by Jerome Lagarrigue

The Poet's Dog by Patricia MacLachlan

Conflict Resolution Text Set

Desmond and the Very Mean Word by Desmond Tutu and Douglas Carlton Abrams

Thirty Minutes Over Oregon by Marc Tyler Nobleman

Shooting at the Stars by John Hendrix

The Lion who Stole My Arm by Nicola Davies

Joyce Sidman Text Set

This is Just to Say: Poems of Apology and Forgiveness by Joyce Sidman

Vocabulary (add to word wall)

empathy

community

equality

fairness

rules

conflict

resolution

rights

responsibility

bullying

cyberbullying

prevention

upstander

Achieve3000

[Basketball Player Takes on Bullies](#)

[Bullying: Instagram to the Rescue?](#)

[Schools Take Steps to Stop Bullying](#)

[Bye, Bye, Bullying](#)

RAZ Kids books

[Bullying Hurts Everyone](#)

Epic

[Why do We Fight?](#)

[How to Handle Cyberbullies](#)

[Stand Up to Bullying](#)

BrainPOP

[Conflict Resolution](#)

[Bullying](#)

[Cyberbullying](#)

Newsela articles have been uploaded as PDFs for teacher access in OnCourse Resources for this guide.

Bring Bullies to Justice

Gabby Douglas

Rewarding Good Behavior

Suggested Materials

Chart paper

Drawing materials

Summative Assessment and/or Summative Criteria

- **Art:** Illustrations of what makes a community, either within a town or a school; Comic strip to define democracy.
- **Writing:** Essay or project based on essential questions in each IRA text set. Example: What can we do to resolve conflicts and find peace?
- Completion of vocabulary quizzes on important terms.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Working together to establish a sense of community (2 days-beginning of the year activities)	SWBAT define rules, laws, community, equality, and fairness. SWBAT discuss what a community could look like in a classroom.	Create an anchor chart with definitions of each. Discuss how they apply to the classroom, school and community. Discuss why having a community is important. Use the discussion to establish a set of classroom rules (F & P Reading Minilesson MGT.U1.RML2).	Observation through conversation/ anecdotal notes Response to reading activities Graphic organizers	6.1.5.CivicsPI1 6.1.5.CivicsDP1 6.1.5.CivicsCM2 6.1.5.CivicsCM1 6.1.5.CivicsCM4 LA.RL5.1-10 LA.RL5.1-10 LA.SL5.1-6 LA.RI.5.4
Community 2 days	SWBAT define and analyze the word "community" and the rules to abide within one.	Quick write on the word "community" (Graffiti wall) Using F&P RML (MGT U1), discuss what makes a	Definition and development/revision of classroom community rules	6.1.5.GeoPP.4 SEL.PK-12.3 LA.RI.5.4

		classroom community and create or revisit and revise classroom community rules.		
	SWBAT create a classroom where they take ownership of their space and materials.	Work together to discuss how a classroom community should function throughout the year. Discuss what is needed for a successful classroom. This will also lead to establishing rules and norms and problem solving within the classroom (F&P RML MGT.U1.RML 5 pg. 92-93).	Anchor chart of problems and possible solutions for them	6.1.5.CivicsDP.1 6.1.5.CivicsDP.2 6.1.5.CivicsHR.3 6.1.5. CivicsCM.2 6.1.5. CivicsCM.1 6.1.5 CivicsCM.4 LA.RL5.1-10 LA.RL5.1-10 LA.SL5.1-6
Rights and responsibilities of citizens (1-2 Days)	SWBAT define and differentiate between the rights and responsibilities of citizens.	Discuss the meanings of the words "rights" and "responsibilities" and the differences between the two. Break into groups to discuss what their responsibilities are to protect their rights in a classroom. Create a T-chart showing the differences between them.	Discussion of definitions Group contributions Creation of T-chart	6.1.5.CivicsDP.1 6.1.5.CivicsDP.2 6.1.5.CivicsHR.3 6.1.5. CivicsCM.2 6.1.5. CivicsCM.1 6.1.5 CivicsCM.4 LA.RI.5.4
Everyone has the right to a safe, bully-free environment (2-3 Days)	SWBAT define bullying, cyberbullying, prevention, and upstander.	Discuss some ways in which kids get bullied, why people bully, and what can be done to prevent it. Use Smart Start:Bullying to	Discussion about video; Creation of posters or Google Jamboard	6.1.5.CivicsDP.1 6.1.5.CivicsDP.2 6.1.5.CivicsHR.3 6.1.5. CivicsCM.2

		spark the discussion.		6.1.5. CivicsCM.1 6.1.5 CivicsCM.4 LA.RI.5.4
		Create a Google Jamboard with pictures and words to illustrate it.		
		Create posters to show how to prevent bullying and be an upstander.		

LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions

SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact

critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 2- Living and Working Together, Communities, and Economics

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **October/November**
Status: **Published**

Summary of the Unit

In this cross-curricular unit, students will be exposed to texts of various genres (fiction, nonfiction, biographies, etc.) to expand their understanding of communities and how they work. They will develop an ability to differentiate between wants and needs and supply and demand. Additionally, they will analyze the benefits and drawbacks of technology in the workforce.

Enduring Understandings

- People must compromise to build a strong community.
- As demand increases, costs rise; conversely, if demand decreases, so does the cost of a good, service or commodity.
- Wants and needs are often confused and need to be differentiated.

Essential Questions

- Why is compromise important?
- How are supply and demand connected?
- What is the difference between a want and a need?

Resources

Fountas & Pinnell Interactive Read Aloud Texts and Lessons

Can be taught through discussion (turn & talk), anchor charts, or response to reading activities (introduced and reinforced during IRAs).

- Reader's Notebook
- Book Talk

Understanding How Things Work Text Set

Ticktock Banneker's Clock by Shana Keller

[Turning Gears](#)

Mr. Ferris and His Wheel by Kathryn Gibbs Davis

Balloons Over Broadway by Melissa Sweet

Titanic: Disaster at Sea by Martin Jenkins

Skateboards by Patricia Lakin

Vocabulary (add to word wall)

rural

suburban

urban

supply

demand

want

need

economics

capital

goods

services

commodity

EBooks on TrueFlix and FreedomFlix

[American Capitalism](#)

Achieve3000

[Urban Gardens](#)

[The Helpers](#)

[Changing the World for Women](#)

[Let There Be Darkness?](#)

[Inventions that Flopped](#)

[The Ballooning of a Parade](#)

Epic

[Wants & Needs](#)

[Goods & Services](#)

RAZ Kids books

[Jobs Change](#)

[Supply & Demand Level S](#)

BrainPOP

[Supply & Demand](#)

Websites

[Rural Migration](#)

[Country to City](#)

[Moving from Urban to Rural](#)

[Supply & Demand](#)

Newsela articles have been uploaded as PDFs for teacher access in OnCourse Resources for this guide.

Rooftop Gardens

Why is My Ice Cream So Expensive?

Suggested Materials

Chart paper

Drawing materials

Reader's Notebook

Social Studies Notebook

Summative Assessment and/or Summative Criteria

- **Art:** Illustrations of what makes a community, either within a town or a school; Comic strip to define democracy.
- **Writing:** Essay or project based on essential questions in each IRA text set. Example: How can we improve upon the things we make?
- **Exploration:** Research transportation, equipment, or other mechanical failures and find a creative way to share with peers. How was it or can it be improved upon today?
- Completion of vocabulary quizzes on important terms.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Rural, suburban, urban areas 7 Days	SWBAT analyze the differences between rural, suburban and urban communities.	Define the 3 different types of communities and characteristics of each. Create an anchor chart. Using a US map, identify the 3 types of communities. Create a slide deck with pictures and definitions of each of the communities and their inhabitants. Create a Venn Diagram showing the similarities and differences among the three types of communities.	Map coding; Slide deck; Venn Diagram	6.1.5.GeoPP.4
Wants and Needs, Supply and Demand; Goods and Services	SWBAT define basic economic	Create an anchor chart with economic terms: wants, needs, goods, services, supply, demand, cost, capital (human and physical), natural resources. Use video to explain supply &	Anchor Chart completion Completion of	6.1.5.EconEM.3 6.1.5.EconET.3

3-5 Days	vocabulary and differentiate among them.	<p>demand.</p> <p>Present scenarios on Smartboard to allow students to demonstrate their understanding of the concept. (vocabulary: supply; demand; cost)</p> <p>Use book or video about supply and demand. (BrainPop has a quiz.)</p> <p>Create a comic strip explaining how the theory of supply and demand works.</p> <p>Use this video or from these titles on Epic to explain the difference between goods and services.</p> <p>Create a T-chart to illustrate the difference.</p> <p>Create a list of five goods and five services that are available in our community.</p> <p>Use video about Needs & Wants.</p> <p>Create slide deck with clip art to show wants and needs and an explanation as to why each picture is in its given category.</p>	<p>supply and demand activity</p> <p>Quiz and/or comic strip</p> <p>T-Chart</p> <p>List of goods/services</p> <p>Slide deck (Google Slides or PowerPoint)</p>	<p>6.1.5.EconGE.2</p> <p>LA.RI.5.1</p> <p>LA.RI.5.2</p> <p>LA.RI.5.5</p> <p>LA.RI.5.7</p> <p>LA.RI.5.8</p> <p>LA.RI.5.10</p>
Technology	SWBAT name inventions from the United States and around the world and describe their impact on various countries.	<p>Use Fountas and Pinnell IRS Text Set <i>Understanding How Things Work</i> to analyze the process of creation and invention.</p> <p><i>Tick Tock Banneker's Clock</i> by Shana Keller; <i>Mr. Ferris and his Wheel</i> by Kathryn Gibbs Davis; <i>Balloons Over Broadway</i> by Melissa Sweet;</p> <p><i>Titanic: Disaster at Sea</i> by Martin Jenkins; <i>Skateboards</i> by Patricia</p>	<p>F & P discussions;</p> <p>Banneker: Turning the Gears activity</p> <p>Mr. Ferris: List examples of wheels and axles found today.</p> <p>Titanic: Create an interview script</p>	<p>6.1.5.EconNE.4</p> <p>LA.RI.5.1</p> <p>LA.RI.5.2</p> <p>LA.RI.5.5</p> <p>LA.RI.5.7</p> <p>LA.RI.5.8</p> <p>LA.RI.5.10</p>

		<p>Lankin</p> <p>Use this text to discuss the most valuable inventions in US history.</p> <p>Write an essay about which invention was the most important (research task).</p> <p>Use this text, to discuss inventions from around the world that changed it and how each culture contributed. Work in groups to create an infographic on each country's contribution.</p>	<p>to have a “first hand” account of the accident.</p> <p>Essay</p> <p>Infographic</p>	
<p>Columbian Exchange</p> <p>2 Days</p>	<p>SWBAT define the Columbian Exchange and explain the outcome and the beneficiaries.</p>	<p>Use this website or these facts to explain the Columbian Exchange.</p> <p>Annotate a map to illustrate the trades.</p>	<p>Map annotation</p>	<p>6.1.5.EconGE.2</p> <p>6.1.5.EconGE.3</p> <p>6.1.5.EconEM.5</p>
<p>Triangular Trade</p> <p>1 Day</p>	<p>SWBAT define Triangular trade and illustrate how it worked.</p>	<p>Annotate a world map showing the 3 parts of the triangular trade route as well as what was traded or produced. Use clip art, magazines, drawings, etc.</p>	<p>Map annotation illustrating the Triangular Trade goods and routes</p>	<p>6.1.5.EconGE.2</p> <p>6.1.5.EconGE.3</p> <p>6.1.5.EconEM.5</p>

- LA.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- LA.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- LA.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- LA.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- LA.RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SOC.6.1.5.EconET.3 Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

SOC.6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.

- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 3- Power Struggles and the American Identity

Content Area: **Social Studies**
Course(s):
Time Period: **1st Trimester**
Length: **November/December**
Status: **Published**

Summary of the Unit

In this unit, students will come to understand how the American Identity came to be shaped and how interactions with other countries assisted in that identity. They will investigate important symbols of our country as well. Students will touch on the American Revolution as a means to separate the new country's identity away from England.

Enduring Understandings

- War with Britain in 1754 set the stage for the fight for America's independence.
- The Colonies' fight for independence led to an individual identity separate from England and King George III.
- The American Identity is constantly evolving and is affected by the interactions with different cultures and countries.

Essential Questions

- How did the French and Indian War affect the landscape of North America?
- How did the American Revolution contribute to the American Identity?
- What are some major symbols of the American Identity?

Resources

Vocabulary (Add to Word Wall)

unsettle

export

import

retaliation

proclamation

treaty

militia

colony

dispute

colonization

territory

maritime

rebellion

revolution

intolerable

colonies

allies

EBooks on TrueFlix and FreedomFlix

[Westward Expansion](#)

[The British Colonies in North America \(Ch 3\)](#)

[The French and Indian War](#)

Epic!

[Causes of the American Revolution](#)

[The American Revolution](#)

[Outcome of the American Revolution](#)

[Historic Monuments](#)

ReadWorks

[French & Indian War](#)

BrainPOP!

[Causes of the American Revolution](#)

[Declaration of Independence](#)

[The American Revolution](#)

RAZ Kids books

[King George III](#)

[Building A Nation](#)

Websites

[The French & Indian War](#)

[The Proclamation of 1763](#)

[The Intolerable Acts](#)

[The Shot Heard Round the World](#)

[Causes of the American Revolution](#)

[The War Begins](#)

[Battles & Strategies](#)

[The Man Who Wouldn't Be King](#)

[A Brief History of America's Independence, Part 1](#)

Suggested Materials

Chart paper

Drawing materials

Reader's Notebook

Social Studies Notebook

Summative Assessment and/or Summative Criteria

- Completion of vocabulary quiz on important terms.
- Writing: Written responses or projects based on readings and discussions.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
European power struggle The French & Indian War (4 Days)	SWBAT identify the causes and effects of the French & Indian War.	Use these resources to read about the causes and effects of the French & Indian War. Complete the interactive quizzes from the website. Use The War that Made America to compare the viewpoints of the French, the British and the Indians. Create a jamboard presentation to illustrate each of the viewpoints.	Quizzes Jamboard Presentation	6.1.5.HistoryCC.5
The actions of King George III led to war for independence (3 days)	SWBAT identify the causes and effects of the Revolutionary War.	Using thistextfrom Epic , give a quick overview of the causes of the American Revolution. Use this text from Epic to discuss the American Revolution. Use this text from Epic to discuss the outcome of the American Revolution.	Quizzes at the end of the books	6.1.5.HistoryCC.5 LA.RF.5.4.A LA.RI.5.4
American Identity (3 Days)	SWBAT identify important American symbols and tell why they are significant to our identity as a country.	Use this text to show the top 12 symbols of the United States. Create a triorama illustrating and American symbol not listed and listing facts about it.	Triorama	6.1.5.History.CC.2 6.1.5.History.SE.2 LA.RF.5.4.A LA.RI.5.4

LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.

- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for

carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 4- The Articles of Confederation

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **December/January**
Status: **Published**

Summary of the Unit

In this unit, students will begin to study the foundations of our government. They will discuss a representative democracy and the rights to vote in said democracy. Students will analyze the Articles of Confederation and start to gain an understanding of why they could not endure as the document to govern the new United States.

Enduring Understandings

- The Articles of Confederation were the first attempt by the Colonies to govern themselves as a new nation.
- The Articles of Confederation had many weaknesses.
- The Articles of Confederation were replaced by the Constitution and the Bill of Rights.

Essential Questions

- How did the Articles of Confederation lay the groundwork for the United States government?
- What were the weaknesses of the Articles of Confederation?
- How did Shay's Rebellion show that the Articles of Confederation weren't going to work as the governing document of the United States?

Resources

Vocabulary (Add to Word Wall)

democracy

confederation

weakness

rebellion

currency

federal

veteran

Achieve3000

[The Articles of Confederation](#)

Readworks

[Articles of Confederation](#)

Epic

[Voting: A Citizen's Guide](#)

BrainPOP

[Articles of Confederation](#)

Websites

[ExtraHistory](#)

Suggested Materials

Chart paper

Drawing materials

Reader's Notebook

Social Studies Notebook

Summative Assessment and/or Summative Criteria

- Completion of vocabulary quiz on important terms.
- Writing: Written responses or projects based on readings and discussions.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Participatory Government is a right of every US citizen 3 days	<p>SWBAT define the word "democracy" and explain how a democracy works.</p> <p>SWBAT explain why voting is important in a democracy.</p>	<p>Using this resource, have students view the video on democracy and create a comic strip explaining it in their own words.</p> <p>Analyze Roosevelt's "Fireside Chat" using this resource and tell how this primary source illustrates the meaning of democracy.</p> <p>View this resource to help explain how voting works. Have students vote for their favorite lunch. Allow for paper votes and electronic votes via Google Forms.</p> <p>Use this book to expand on the concept.</p>	<p>Comic Strip creation</p> <p>Explanation of Roosevelt's "Fireside Chat"</p> <p>Voting for favorite lunches</p>	<p>6.1.5.CivicsPI.4 6.1.5.CivicsPI.5 6.1.5.CivicsPI.6 6.1.5.CivicsPI.7 6.1.5.CivicsPI.8 6.1.5.CivicsPI.9 RI.5.1 RI.5.2 RI.5.3 RI.5.10</p>
Articles of Confederation 3 Days	<p>SWBAT analyze the Articles of Confederation and evaluate why they could not endure.</p>	<p>Use the Achieve3000 article here to discuss and analyze the Articles of Confederation.</p> <p>View and discuss</p>	<p>Achieve3000 Respond/Write modules</p> <p>BrainPop quiz</p> <p>Jamboard</p>	<p>6.1.5.CivicsHR.1 RI.5.1 RI.5.2 RI.5.3 RI.5.10</p>

	<p>BrainPop video.</p> <p>Discuss the Articles of Confederation and related weaknesses. Have students compare to differences found today, such as having one type of money printed for all states, as opposed to traveling to other states and not being able to use your money in that state. Explain that this is how it is in other countries. Working in groups, create a Google Jamboard showing the comparisons.</p> <p>Complete a gallery walk. Write each article on a piece of chart paper. Students work in groups to brainstorm possible problems that may occur based on information from the article (i.e.: Government can only request military assistance. Problem: if there is a war, states could refuse to send their soldiers. No protection against enemies.)</p>	<p>creation</p> <p>Completion of gallery walk</p>	
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- LA.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.RI.5.3 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.
- LA.RI.5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SOC.6.1.5.CivicsHR.1 Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of

	expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 5- The Bill of Rights & the Constitution

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **February**
Status: **Published**

Summary of the Unit

By studying the United States Constitution and the compromises that were made in order for it to be ratified by the states, students will gain an understanding of how the country's most important document shapes the rights and freedoms of its citizens. Because The Articles of Confederation were not successful in creating a strong government or uniting the country after declaring independence from Great Britain, our founding fathers created the Constitution to establish a federal government system to enforce the laws and unite the country. The Constitution allowed for shared powers among the federal, state and local governments. It also established a system of checks and balances among the three branches of government. This allowed for the Bill of Rights and amendments for the liberty of its citizens. After much debate, it was accepted and has endured over decades.

Enduring Understandings

- The Constitution is the governing document of the United States.
- The weaknesses of the Articles of Confederation led to the creation of the Constitution and the need for a stronger central government system.
- Compromise was essential in the creation of the Constitution of the United States of America..
- The Bill of Rights provides for the basic rights and liberties of the United States citizens.

Essential Questions

- Why was compromise important to the creation of the Constitution?
- Why are amendments important to the US Constitution?
- How did the compromises of the Constitution provide a foundation for a stronger national government?

Resources

Vocabulary (add to word wall)

Constitution

compromise

framework

government

liberties

representation

parliament

framer

patriot

unify

amendment

ratify

union

preamble

EBooks on TrueFlix and FreedomFlix

[The Bill of Rights](#) (Trueflix)

[The Constitution of the United States](#) (Trueflix)

[The Bill of Rights](#) (Freedomflix)

[The U.S. Constitution](#) (Freedomflix)

Epic!

[The Bill of Rights](#)

[12 Questions About the Bill of Rights](#)

[Due Process](#)

[The Constitution and the Bill of Rights](#)

Achieve3000 articles

[The Bill of Rights](#)

[Freedom: How We Got It](#)

[Too Much Power?](#)

[A Bill of Rights: Yes or No?](#)

[Constitution Confidential](#)

[Creating the Constitution](#)

[How to Change the Constitution](#)

[A Day Americans Can Celebrate!](#)

[Defining Our Government's Purpose](#)

[What's in the Bill of Rights?](#)

RAZ Kids books

[The U.S. Constitution](#)

[Women and the Vote](#)

[The Bill of Rights](#)

[The Woman Who Dared](#)

[Building A Nation](#)

Newsela articles have been uploaded as PDFs for teacher access in OnCourse Resources for this guide.

Conceived of Compromises: Creating the Constitution

"We the People": The Constitution, and the Political Legacy of Slavery

Primary Sources: The Constitution, Amendments 11-27

The Constitution (with Preamble)

ReadWorks

[The United States Constitution](#)

[The Making of the United States Constitution](#)

[The Constitution Tells the States Who Has the Right to Vote](#)

[The U.S. Constitution](#)

Discovery Education

[Liberty's Kids: "We the People"](#)

[Constitution Day](#)

[The Bill of Rights](#)

BrainPOP

[Bill of Rights](#)

[U.S. Constitution](#)

Other Websites

[Schoolhouse Rock](#)

[You've Got Rights](#)

[Constitution for Kids](#)

[The Bill of Rights Rap](#)

Suggested Texts

Shh! We're Writing the Constitution! Jean Fritz

We the People: The Story of Our Constitution Lynne Cheney

A More Perfect Union: The Story of Our Constitution Betsy Maestro

We the Kids David Catrow

If You Were There When They Signed the Constitution Elizabeth Levy

Suggested Materials

Chart paper

Drawing materials

Summative Assessment and/or Summative Criteria

- Completion of quizzes on vocabulary for the unit.
- Art: Projects based on essential questions of the unit (illustrations of Amendments; visual interpretations of readings).
- Writing: debate on amendments; adding an amendment to the Constitution

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
The Constitutional Convention 3 days	SWBAT analyze the importance of the Constitutional Convention.	View The Constitutional Convention on BrainPop and complete the accompanying quiz. Discuss the plans and compromises (The Virginia Plan, The New Jersey Plan, The Great Compromise and the Three- Fifths Compromise) made in the writing of the	Quiz Pros & Cons lists	6.1.5.CivicsPI.8 LA.RI.5.1 LA.RI.5.2 LA.SL.5.1 LA.W.5.2

		Constitution at the Convention and list the pros and cons of each.		
Constitution & Bill of Rights 7 days	SWBAT analyze historic documents.	Discuss why the Bill of Rights and Constitution replaced the Articles of Confederation. Use this resource . Explain why the Bill of Rights is so important. Are they still effective today? Should they be changed? What should be included? Choose one of the rights and debate its effectiveness and whether it should be changed or not.	Debate and presentation	6.1.5.CivicsHR1 LA.SL5.1
	SWBAT explain why the documents were created and how they affect human rights.	Using Liberty's Kids, gain a background knowledge of why the Constitution was created. Resource Show TrueFlix video on Smartboard,	Illustrations; speech about the importance of the Bill of Rights	6.1.5.CivicsPI8 6.1.5.CivicsHR1 6.1.5.CivicsHR3 LA.SL.5.1 LA.W.5.4 LA.W.5.7 LA.W.5.8

	<p>and then read and discuss parts of the book with students. Resource</p> <p>Show Bill of Rights TrueFlix Video. Resource After reading the Ebook on Trueflix, students will illustrate the Bill of Rights and write a speech about the importance of having the Bill of Rights.</p>	LA.W.5.9B
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- LA.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- LA.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- LA.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- LA.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- LA.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]”).
- LA.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- LA.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- LA.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas

and expressing their own clearly.

SOC.6.1.5.CivicsHR.1

Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

SOC.6.1.5.CivicsHR.3

Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

SOC.6.1.5.CivicsPI.8

Describe how the United States Constitution defines and limits the power of government.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

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- Alter assignment lengths if necessary.
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- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.

- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
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- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and

adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 6- Branches and Levels of Government

Content Area: **Social Studies**
Course(s):
Time Period: **2nd Trimester**
Length: **February/March**
Status: **Published**

Summary of the Unit

Throughout this unit, students will come to understand that the Constitution allowed for shared powers among the federal, state and local governments. It also established a system of checks and balances among the three branches of government on all levels (federal, state and local).

Enduring Understandings

- The legislative, executive, and judicial are three branches of the United States government, and each has separate powers.
- The checks and balances system ensures an equal distribution of power between the three branches of government.
- The people elect representatives to the federal government in a democracy.
- Power of government is shared by federal, state, and local governments.

Essential Questions

- Why is government important? What happens if a government has unlimited power?
- What is a democracy? How does it differ from other forms of government?
- How does a system of checks and balances ensure an equal distribution of power among the three branches of government?

Resources

Vocabulary (Add to word wall)

government
democracy
dictatorship
monarchy

anarchy
republic
participatory government
checks and balances
federal
local

EBooks on TrueFlix and FreedomFlix

[The Congress of the United States](#)
[The Presidency of the United States](#)
[The Supreme Court](#)
[The Branches of US Government](#)

Achieve 3000 articles

[State Governments](#)
[Local Governments](#)
[The "Other" Elections](#)
[The Electoral College](#)
[Limiting Power](#)
[The Branches of Government](#)
[Too Much Power?](#)

RAZ Kids books

[The Legislative Branch](#)
[The Judicial Branch](#)
[The Executive Branch](#)
[The U.S. Government at Work](#)

Newsela articles have been uploaded as PDFs for teacher access in OnCourse Resources for this guide.

The Purpose of Government
State & Federal Government
The Powers of Congress

ReadWorks

[US Government Text Set](#)
[Checks & Balances](#)

BrainPOP

[Branches of Government](#)
[Presidential Power](#)
[Supreme Court](#)
[Democracy](#)

Suggested Resources

Chart paper
Drawing materials

Summative Assessment and/or Summative Criteria

- Completion of quizzes on vocabulary for the unit.
- Art: Projects based on essential questions of the unit.

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Types of Government 1 Day	SWBAT define terms related to government.	Create an anchor chart with the words democracy, monarchy, republic, anarchy, and dictatorship. Have the students define the words together based on knowledge of roots and word parts. Add words to word wall.	Creation of anchor chart with definitions.	LA.RI.5.4

<p>The Branches of Government</p> <p>3 Days</p>	<p>SWBAT identify the branches of government and how they balance each other out.</p>	<p>Using FreedomFlix or RAZ-Plus, read about the three branches of government and checks and balances: FreedomFlix or RAZ-Plus</p> <p>Complete webquest on the three branches of government. Webquest Resource</p>	<p>Quizzes at the end of the stories</p> <p>Webquest</p>	<p>6.1.5.CivicsPI.4</p> <p>6.1.5.CivicsPI.6</p> <p>6.1.5.CivicsPI.7</p> <p>6.1.5.CivicsPI.5</p> <p>LA.RI.5.7</p> <p>LA.RI.5.9</p> <p>LA.RI.5.10</p>
<p>Levels of Government</p> <p>3 days</p>	<p>SWBAT compare and contrast the different levels of government and how they coincide with the three branches of government.</p>	<p>Using this book, project on Smartboard to read about the different levels of government and their responsibilities. Take a review quiz on student Chromebooks.</p> <p>Create an anchor chart that illustrates the governing branches at the federal, state and local levels (i.e.,: The mayor is the head of the executive branch on the local level, while the governor is the head of the branch on the</p>	<p>Quiz at end of book</p> <p>Anchor Chart creation</p> <p>Government responsibilities sort</p>	<p>6.1.5.CivicsPI.4</p> <p>6.1.5.CivicsPI.5</p> <p>6.1.5.CivicsPI.7</p> <p>LA.RI.5.7</p> <p>LA.RI.5.9</p> <p>LA.RI.5.10</p>

		state level.).		
		Using this resource , sort the government jobs into the correct level.		

LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.

- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the

effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 7- Economics, Trade, and Resources; Introduction to the Holocaust

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **April**
Status: **Published**

Summary of the Unit

In this cross-curricular unit, students will be exposed to texts of various genres (fiction, nonfiction, biographies, etc.) to expand their understanding of trade and migration as well as the differences between supply and demand. Students will begin to expand their understanding of World War II and the Holocaust.

Enduring Understandings

- Global trade and cultural exchanges alter the lives of people around the world.
- Personal freedom among individuals and groups significantly affects us today.
- Conflicts between cultures and countries contrast with trade and development of self-rule.
- Supply and demand affect consumer purchases.
- Migration can be voluntary and involuntary.
- The events of the Holocaust significantly impacted the course of World History.

Essential Questions

- How did global trade affect the lives of different societies?
- Why did people migrate and emigrate from one place to another?
- What are supply and demand? How do they affect product availability?
- What was the Holocaust? How did the events of the Holocaust impact our World History?

Summative Assessment and/or Summative Criteria

- Completion of quizzes on vocabulary for the unit.
- Completion of map annotation.
- **Writing:** Compose an essay about recycling.

- Completion of Project Based Learning display.

Resources

Vocabulary (add to Word Wall):

migration
trade
supply
demand
human capital
physical capital
natural resources
consumer
Holocaust

Achieve 3000 articles

[Milk Prices on the Rise](#)

[Instagram Makes History](#)

[Never Again](#)

RAZ Kids books

[Supply & Demand \(Multiple Levels\)](#)

[Escape from the Holocaust \(Multiple levels\)](#)

[The Frank Family Into the Annex](#) (A "Graphic Novel")

Various Holocaust Close Reading resources

ReadWorks

[Immigration in the USA](#)

[The Holocaust- Denmark; Resistance to Germany](#)

[Children During the Holocaust](#)

The Holocaust

Websites

Home Planet: Human Migration

Optional Related Read Alouds (can be used in between IRA texts or during morning meeting):

- Under the Quilt of Night (IRA) by Deborah Hopkinson
- This is the Rope: A Story of the Great Migration (IRA) by Jacqueline Woodson
- Wall (IRA) by Tom Cloughy Cole
- Marti's Song for Freedom (IRA) by Emma Otheguy
- Dia's Story Cloth: The Hmong People's Journey of Freedom (IRA) by Dia Cha
- The Composition (IRA) by Antonio Skarmeta
- Number the Stars by Lois Lowry
- The Butterfly (IRA) by Patricia Pollacco
- Baseball Saved Us (IRA) by Ken Mochizuki
- The Bracelet (IRA) by Yoshika Uchida
- Coming On Home Soon (IRA) by Jacqueline Woodson

Suggested Materials

Chart paper

Drawing materials

Social Studies Notebook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Columbian Exchange 2 Days	SW revisit the Columbian Exchange and explain the outcome and the beneficiaries.	Use this website or this list of facts to review ideas about the Columbian Exchange. Annotate a map to illustrate the trades. Complete a Webquest about the Columbian Exchange. Create an infographic about what was exchanged.	Map annotation Webquest Infographic	6.1.5.EconGE.2 6.1.5.EconGE.3 6.1.5.EconEM.5
Triangular Trade	SW revisit	Compare Triangular trade to	Venn Diagram	6.1.5.EconGE.2

1 Day	Triangular Trade and review how it worked.	<p>the Columbian Exchange using a Venn diagram.</p> <p>Complete a Webquest on Triangular Trade.</p>	Triangular Trade Webquest	<p>6.1.5.EconGE.3 6.1.5.EconEM.5 LA.W.5.7 LA.W.5.8 LA.RI.5.7 LA.RI.5.9</p>
Supply and Demand; Goods and Services 3 Days	<p>SW revisit concepts related to supply and demand and goods and services. SWBAT define basic economic vocabulary and differentiate among each concept.</p>	<p>Create an anchor chart with economic terms: goods, services, supply demand, cost, capital (human and physical), and natural resources.</p>	Anchor Chart completion	<p>6.1.5.EconEM.2 6.1.5.EconEM3 LA.RI.5.4</p>
		<p>Use video from this video to explain supply & demand.</p>	Completion of supply and demand activity.	<p>6.1.5.EconEM.3 6.1.5.EconET.3 6.1.5.EconGE.2 LA.RI5.4 LA.SL5.5</p>
		<p>Present scenarios on Smartboard to allow students to demonstrate their understanding of the concept (vocabulary: Supply, demand cost).</p>	Quiz and/or comic strip	
		<p>Use RAZ Kids or BrainPop to review ideas about supply and demand. Complete quiz on BrainPop.</p>		
<p>Create a comic strip explaining how the theory of supply and demand works.</p> <p>Use this video to explain the difference between goods and services.</p> <p>Create a T-chart to illustrate the difference.</p> <p>Use this video to review the difference between needs and wants.</p> <p>Create slide deck with clip art to show wants and needs and an explanation</p>	<p>T-Chart</p> <p>Slide deck (Google Slides or PowerPoint)</p>			

<p>Available Resources 1 Day</p>	<p>SWBAT utilize information gained from a Fountas and Pinnell Interactive Read Aloud to compose an essay on available resources.</p>	<p>as to why each picture is in its given category.</p> <p>Use the Fountas & Pinnell IRA <i>Ada's Violin: The Story of the Recycled Orchestra of Paraguay</i> to discuss the idea of using available resources to complete a task or create something that is needed. Use the sources listed in the back of the book to find Paraguay and the landfill, as well as a video of the Recycled Orchestra performing. Write a short essay of how it's possible that trash can make such beautiful music.</p>	<p>Essay</p>	<p>6.1.5.EconNE.4 W5.4 W5.5 W5.6 RI5.1 RI5.7 RI5.10</p>
<p>Variety in resources 1 Day</p>	<p>SWBAT define human and physical capital and natural resources. SWBAT define the term "consumer".</p>	<p>Create an anchor chart with the definitions of the different types of capital, consumer and natural resources.</p> <p>Given a list of items, sort them into columns labeled Human Capital, Physical Capital, or Natural Resources. Discuss how the availability or lack thereof affects the prices we pay as consumers.</p>	<p>Anchor chart</p> <p>Word Sort</p>	<p>6.1.5.EconEM.2 6.1.5.EconEM3 6.1.5.EconNE.5 6.1.5.EconNE.7 RI5.4</p>
<p>The Holocaust</p>	<p>SWBAT define the Holocaust & discuss ways in which the events of the Holocaust impacted our World History.</p>	<p>Using IRA and other suggested resources, discuss the Holocaust and its outcome.</p>	<p>Discussions</p>	<p>SOC.6.1.5.GeoGI.1 SOC.6.1.5.GeoPP.6 SOC.6.1.5.HistoryUP.5 SOC.6.1.5.HistoryUP.6 SOC.6.1.5.HistoryUP.7 LA.RI.5</p>

LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SOC.6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
SOC.6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconNE.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
SOC.6.1.5.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different

	groups of people and explain why their experiences differed.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.

- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 8- Our Nation: National Parks, Monuments, Beliefs

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **May**
Status: **Published**

Section Title

In this unit, students will discover some of the national parks and monuments within the United States. They will also study the beliefs of different cultures within the country.

Enduring Understandings

- National parks need to be taken care of and preserved.
- National Monuments in our country should be respected and preserved.
- The United States is made up of many cultures with varied beliefs.

Essential Questions

- What are national parks and monuments?
- What can be done to preserve national parks and monuments?
- How can the beliefs of various cultures be observed and acknowledged?

Summative Assessment and/or Summative Criteria

- Completion of National Parks essay and presentation.
- Completion of National Monuments informational one-page report.

Resources

EBooks on TrueFlix and FreedomFlix

National Parks

Achieve3000 articles

Cool State Parks

Who is Minding the Parks?

Robbie Speaks for the Parks

Epic

Historic Monuments

Websites

National Parks Service

Suggested Materials

Chart paper

Drawing materials

Social Studies Notebook

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
National Parks 3-5 days	SWBAT identify state parks and what can be done within communities to protect and preserve them.	1. Discuss the purpose of the National Park Service and how it allows for human interaction within the parks (resource). In small groups, create an oral presentation	Advertisement; oral presentation Essay	6.1.5.GeoPP.4 6.1.5.GeoHE.1 6.1.5.GeoHE.2 6.1.5.GeoHE.3 RI 5.4 SL5.5

		<p>about how to protect them.</p> <p>2. Using this website or this resource create advertisements for how to protect and preserve state and national parks.</p> <p>3. Craft a persuasive essay about the importance of conserving our national parks.</p>		
National Monuments 3 days	SWBAT identify important National Monuments in our country.	1. Using various resources for research, create an informational one-pager with important details about a United States National Monument.	One Pager	6.1.5.HistoryCC.2 6.1.5.HistorySE.2 LA.RI.5.7 LA.RI.5.9 LA.W.5.2 LA.W.5.4 LA.W.5.7 LA.W.5.8 LA.W.5.9B
Varying Beliefs 3 days	SWBAT compare and contrast the belief systems of various religions and cultures.	<p>1. Use this collection or this collection to research the beliefs and customs of other cultures. Create a slide deck presentation to illustrate the findings.</p> <p>2. Create a collage illustrating customs celebrated by a specific culture.</p>	Slide deck Collage creation	6.1.5.CivicsDP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.7 LA.W.5.2 LA.W.5.4 LA.W.5.7 LA.W5.8 LA.W.5.9.B LA.RI.5 LA.SL.5.5

LA.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LA.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LA.W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

LA.W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

LA.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]”).
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
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Cross Curricular/21st Century Connections

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- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

Unit 9- Active Citizenship: Caring for Our World & Catalysts for Change

Content Area: **Social Studies**
Course(s):
Time Period: **3rd Trimester**
Length: **June**
Status: **Published**

Section Title

Students will gain a global perspective on climate change by examining the role that culture and the modern world plays on impacting climate change. Through research using technology, students will gather information and make connections from around the world to understand how climate change affects their daily lives. Students will become aware of new strategies that they can implement as part of their daily lives to reduce their global footprint while teaching others how to be the change the world needs.

Enduring Understandings

- Our planet does not have infinite resources and we cannot misuse what we have.
- Our actions impact others far and near.
- Through common sense approaches and working together, people can make a change.

Essential Questions

- How do different countries and cultures address the impact of climate change on their daily lives?
- What can we do to promote the "common good" worldwide as it pertains to climate change?
- How can one person make an impact beyond their own backyard?

Summative Assessment and/or Summative Criteria

- Writing: Completion of research project on a human impact on the environment.
- Art : Completion of persuasive poster on a human impact on the environment.
- Completion of vocabulary quiz on key terms.

Resources

Vocabulary (add to class word wall)

global warming
pollution
impact
natural resources
environment
endangered
recyclables
landfill
land pollution
carbon footprint

[Geography - Environment Issues PDF](#)

Achieve 3000 Articles

[Water Cleanup Crew](#) [Toxic Wasteland or Environmental Oasis](#) [The Last Generation](#) [Can Nature be Saved?](#) [Seeking Asylum for Climate Change](#) [Western Wildfires Show Climate Change is Real](#) [Students take to the Streets](#) [Green Cows Taking Action](#) [A Promise to Help the Planet](#) [On Thin Ice \(Northern Canada\)](#) [On Thin Ice \(Glaciers\)](#) [An Hour for Earth](#) [More Bees, please](#) [The Polar Bear Problem](#) [Clean Water for All](#) [Trying to Save Plants and Animals](#) [Let There Be Darkness](#) [World Problems: Clearing the Air with Bikes](#) [A Plan to Plant A Trillion Trees](#) [Plan Helps Companies, Animals and the Environment](#) [A Sea of Garbage? A Mess at Sea](#) [Plastic Bottle Boat](#) [Sugar -Coating the Truth](#) [Cold As Ice](#)

Websites

BrainPop "Humans and the Environment", "Climate Change", "Water Supply", etc.
[Epic books](#) collection on all aspects of Human Impact on the Environment
Ducksters
[Crash Course Climate Change](#)
[Kids Against Climate Change](#)

ReadWorks

[Cleaning Up the Ocean](#)
[Air Pollution](#)

Newsela articles have been uploaded as PDFs for teacher access in OnCourse Resources for this guide.

A Pollution Free Planet
Toxic Air
Deep Sea Plastics
Great Pacific Garbage Patch
1.8 Trillion Pieces of Trash

Optional Related Read Alouds (can be used in between IRA texts or during morning meeting)

See Epic link above

Greta and the Giants, Tucker

The Watcher-Jane Goodall, Winter

The Water Princess, Verde

One World, Foreman

We are the Water Protectors, Lindstrom

One Well: The Story of Water on Earth (IRA) Rochelle Strauss

Cycle of Rice; Cycle of Life: A Story of Sustainable Farming(IRA) Jan Reynolds

The Lorax Dr. Seuss

Plastic Ahoy! Investigating the Great Pacific Garbage Patch Patricia Newman

Suggested Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/ Assessments	Standards
Unit Overview 1 day	SWBAT define Earth Day and determine the significance of this day in relation to climate change.	Earth Day lesson using Achieve article "Earth Day Turns 50" to spur discussion of climate change; Optional activities Discovery Ed Board Builder ; Earth Day 2023 website	Discussion Discovery Ed activities Earth Day coloring page	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4
Vocabulary 1-2 days	SWBAT define key vocabulary words related to the environment and climate change.	Define vocabulary for the unit: global warming, pollution, impact, natural resources, environment, and endangered.	Frayer model, picture dictionary, Google Slides, One Pager Vocabulary quiz	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4
Human & Environment 2 days	SWBAT to answer the question, "What is climate change?"	Graffiti Wall or Table Top Discussion: <i>What do you know or have heard about climate change?</i> <i>How do you think it impacts your life?</i> SW write on poster or use post-it notes to explain Climate Change as they see it. SW watch Brainpop on Climate Change . See " related reading resources " for more information. SW create a web in their notebook of different aspects of Climate Change. Discuss term "carbon	Climate change web	6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4 RI.5.5 RI.5.1 RI.5.7 RI.5.8 RI.5.9 RI.5.10

		<p>footprint” as the impact that your life has on the world around you. Read Epic Human Footprint.</p> <p>Using footprint, SW relay a fact that they learned that surprised them footprint png.</p>	Fact share out	
1-2 day	SWBAT define land pollution, landfills, and recyclables.	<p>Ask what are the 5 Rs? Discuss the idea of Refuse, Reduce, Reuse, Rot and Recycle. Watch Brainpop “Waste Management” & read Landfills.</p> <p>Students will read the article Deep Sea Plastics. Students will illustrate the dangers of plastics on sea inhabitants.</p> <p>During the rest of the unit, have students be “waste conscious” in the classroom & lunch. Create a chart for them to log items we use and waste.</p>	<p>Poster of plastic dangers</p> <p>Chart with list of items</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4 RI.5.5 RI.5.1 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>
1-2 days	SW be introduced to ideas related to air pollution. SWBAT define the effects of air pollution.	<p>Compare and contrast air pollution with land pollution. Using Discovery Education Earth Day Choice Boards Grades 3-5, SW learn the effects of air pollution in our cities as well as the greenhouse effect. Have students complete “pyramid activity” on air pollution.</p> <p>Students will compare and contrast air pollution in 2 places Michigan & China by reading “A Tale of 2 Cities”.</p> <p>Students will read about possible solutions to air pollution in article “Air Pollution”.</p>	<p>3-2-1 Pyramid on air pollution</p> <p>Venn diagram and summary worksheet</p> <p>Problem and Solution graphic organizer</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4 RI.5.5 RI.5.1 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>

3 days	SWBAT name ways in which humans impact our oceans.	<p>Read Human affect on the oceans. Discuss the impact (cause/effect) of water pollution. Read Oil Spill by Berger. Identify the problem and solution in the text. For homework, have students complete a water usage tracker for one day.</p> <p>Discuss the causes and effects of oil spills. Read "A Greasy Mess" and complete graphic organizer.</p> <p>Discuss how we are lucky to have clean drinking water and how this is not always the case.</p> <p><i>Choice:</i> --Listen to The Water Princess and read Achieve article "Mari Speaks Up" about Flint Michigan water crisis. --Storyworks "Two Miles for a Drink of Water". See website for short Lauren Tarshis video about story.</p>	<p>Discussion-cause/effect or problem/solution graphic organizers</p> <p>Water usage tracker</p> <p>Cause and Effect graphic organizer</p> <p>Diary entry about a child who must walk to get water vs. a diary entry from Mari</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L5.4 RI.5.4 RI.5.5 RI.5.1 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>
How can I help? 2 days	SWBAT name people who stood for what they believe in.	<p>Review books we have been reading about people who stand up for their beliefs such as Martin Luther King Jr, Malala, or Louis Braille. Suggested books: <i>Razi's Ray of Hope, The Secret Garden, Farmer Will, Follow the Moon Home, One Plastic Bag, Right Now!: Real Kids Speaking Up for Change.</i> Discuss what they have in common. Create a</p>	<p>Discussion</p> <p>Graffiti wall with character traits of people who impacted society</p> <p>Character trait anchor chart</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4 RI.5.5 RI.5.1 RL.5.1 RL.5.3 RL.5.4 RI.5.7 RI.5.8</p>

		<p>character trait chart. Ask the students if they ever heard of Greta Thunberg. Read one of the following on Epic: <i>Greta Thunberg: Climate Activist</i> <i>Greta Thunberg: Teen Activist</i> <i>Greta and the Giants</i></p> <p>Achieve 3000 article, "Students take to the Streets"</p>		<p>RI.5.9 RI.5.10</p>
<p>Research project 15 days</p>	<p>SWBAT complete a research project related to our environment and climate change.</p>	<p>Students will review 3 of the 5 areas impacted by climate change: water pollution, air pollution, and land pollution.</p> <p>Students will pick an area to research. Teacher will provide Google Slides with links to aid in research. Use research-based writing methods to conduct research. Topics to include: issue overview, causes, effects, ways to help. Research should include headings, paragraphs, content-specific vocabulary, pictures, etc.</p> <p>After writing paper, students can create a collaborative persuasive piece. Suggestions include: poster, Google slides, Canva, PSA video or mock TED talk.</p>	<p>Research using graphic organizer with boxes and bullets</p> <p>Research paper of minimum 4 paragraphs, headings, photos or illustrations, bold words for content specific vocabulary, charts and graphs are optional</p> <p>Poster</p> <p>Google Slides</p> <p>PSA using Screencastify</p> <p>Submit TED Talk with Screencastify Submit</p>	<p>6.1.5GeoHE1 6.1.5GeoHE2 6.1.5GeoHE3 6.1.5GeoGI1 6.1.5CivicsPD1 6.3.5.Geo.GI.1 6.3.5.Geo.HE.1 L.5.4 RI.5.4 RI.5.5 RI.5.1 W.5.1 W.5.2 W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.10 SL.5.4 SL.5.5 SL.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>

LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.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).
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
SOC.6.3.5.GeoHE.1	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

Suggested Modifications for Special Education, ELL and Gifted Students

Consistent with individual plans, when appropriate.

Special Education:

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the Signposts.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner that the student is comfortable working with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used.
- Read chapter tests aloud/test orally.

English Language Learners

- Alter assignment lengths if necessary.
- Allow additional time in whole-class instruction for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Modify amount of vocabulary words used.
- Pair with an English-speaking peer that student is comfortable to work with.
- Provide pre-written prompts (fill in the blank or complete the sentence options).
- Picture flash cards (made on Quizlet or by hand).

Gifted Learners

- Provide choice boards for further investigation of a topic of interest.
- Provide project-based learning opportunities.
- Allow for completion of independent research on a subtopic of interest related to overall topic.

Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.