



Marietta City Schools
District Unit Planner

Grade 5 Social Studies

Theme	<i>Unit 1 Themes in Fifth Grade Social Studies</i>	Unit duration (Days)	<i>5-10 Days</i>
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GA DoE Standards

Standards/Themes:

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Location: The student will understand that where people live matters

Individuals, Groups, and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.

Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

Information Processing Skills:

- 3. identify issues and/or problems and alternative solutions
- 11. draw conclusions and make generalizations
- 9. construct charts and tables

Essential Questions

Factual—

What beliefs or ideals are important to you?
 What impacts do movement and migration have on a place?
 What are the three economic questions?
 What are goods and services?
 What are examples of scarce resources?
 What is technology?

Inferential—

How does our school’s belief statement affect the decisions teachers and students make?
 How do my own beliefs influence the decisions I make?
 How do we resolve conflict within our school and classroom vs. at home?
 How do the actions of individuals, groups, and/or institutions affect myself?
 How does location affect society’s economy, culture, and development?
 Why do people move to new places?
 How do people change when they move to a new place?
 How do societies decide what goods and services to produce, distribute, and consume?
 How does scarcity affect our everyday lives?

Critical Thinking-

How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society?
 Why does conflict often lead to change?
 How do the actions of individuals, groups, and/or institutions affect others in society?
 How are societies affected by the movement or migration of people and ideas?
 Why are goods and services important to a community?
 Why can’t we all have everything we want?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Innovation Conflict Change Consequences, Intended, Unintended Alternatives, Decisions	Movement, Migration Production, Distribution, and Consumption Beliefs, Ideals, Customs

Assessments

Summative Assessment(s):

There is no summative assessment for this introductory unit. Teachers may choose to utilize the Theme Based Writing Task as a summative.

Theme Based Writing Task:

1. Pick a Theme, Any Theme

The Themes of Social Studies permeate grades K-12 and are built into every unit. Students write a response to the prompt: *Why is it important to learn about the Themes of Social Studies.*

Standards: ALL SS Themes

2. DBQ: [What is the best way to remember historic Events?](#) Design and write a proposal for a new 9/11 Memorial

Standards:

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Conflict and Change: The student will understand that conflict causes change.

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

SS5H7: Trace important developments in America from 1975 to 2001. b. Describe the events of September 11, 2001, and analyze their impact on American life.

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- edit for school specific information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

Additional unit information may be found at [GA DoE Inspire](#)

Objective or Content	Learning Experiences	Differentiation Considerations
<p>Beliefs and Ideals: The student will understand that people’s ideas and feelings influence their decisions.</p> <p>Conflict and Change: The student will understand that conflict causes change.</p> <p>Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services</p> <p>Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.</p> <p>SS5H7: Trace important developments in America from 1975 to 2001. b. Describe the events of September 11, 2001, and analyze their impact on American life.</p>	<p>What is the best way to remember Historic Events? Document Based Question (DBQ)</p> <p>Students investigate 9/11 memorials and write a proposal for a new monument honoring and/or remembering the people and events.. They will create a presentation explaining their position on the analytical question, <i>What is the best way to remember Historic Events?</i></p> <p>(Teacher Note- you may choose to do this DBQ in the 1975 - 2001 Unit)</p>	<p>Teacher guided instruction</p> <p>Preview Vocabulary prior to teaching.</p> <p>Read aloud and/or analyze documents in small groups.</p>
<p>Beliefs and Ideals: The student will understand that people’s ideas and feelings influence their decisions.</p>	<p>Beliefs and Ideals</p> <p>Explore the school’s vision and beliefs and connect these ideals to personal beliefs and ideals.</p>	<p>Provide group discussion prompts in advance</p>
<p>Location: The student will understand that where people live matters</p>	<p>Location is Everything</p> <p>Compare characteristics of familiar locations.</p>	<p>Allow students to work collaboratively to complete the tasks</p> <p>Provide pictures for locations</p>
<p>Individuals, Groups, and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>	<p>Individuals, Groups, and Institutions</p> <p>Draw on past experiences to identify and explain individuals, groups and institutions.</p>	<p>Preview vocabulary in small groups</p> <p>Provide picture cards for vocabulary</p> <p>Allow for oral instead of written answers.Students create an original representation of their ideas.</p>

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.	Production, Distribution, and Consumption Follow the production, distribution, and consumption of a well-known good.	Provide group discussion prompts in advance Preview vocabulary in small groups
Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.	Scarcity Examine the problem of scarcity and solutions.	Model connecting relationships between two objects or concepts Preview vocabulary in small groups
Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.	Technological Innovation Understand the impact of technology on society.	Allow students to work with partners. Provide discussion prompts Model Pros/Cons with a familiar topic
Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.	Individuals, Groups, and Institutions Discuss students' group memberships and the characteristics of the groups.	Purposeful grouping of students Work with small groups as needed Provide discussion prompts
Recommended High Quality Complex Texts		
<i>Grandfather's Journey</i> by Allen Say <i>The Tortilla Factory</i> by Gary Paulsen <i>The Great Fuzz Frenzy</i> by Janet Stevens and Susan Steven Crummel <i>Ox-Cart Man</i> by Donald Hall <i>The Lorax</i> by Dr. Seuss <i>Bringing the Rain to Kapiti Plain</i> by Verna Aardema <i>The Little House</i> by Virginia Lee Burton <i>Fly Away Home</i> by Eve Bunting <i>The Mitten</i> by Jan Brett		