UNIT 5

Course: Language Arts/Social Sciences/SEL	**Grade Level:** 5th Grade
Unit Title: Early Americans, Exploration, and the Economy	**Length of Unit:** Approximately 6 weeks

Unit Summary: In this unit students deepen their understanding of economic principles and examine how an economic system works using the United States as an example. Students explore the characteristics of market economies and the types of questions economists ask. In addition, the role of government in the economy is introduced as students distinguish between taxing and spending, and consider how the purposes of government influence decisions to tax and spend. Students will examine the causes and consequences of European settlement in North America. Students will read and analyze a wide range of texts. Students will support their analysis of a subject by integrating information from multiple texts to explain relationships and interactions between different groups. Students will use the writing process to ensure that their opinion pieces introduce the topic, state the opinion, logically groups ideas that are supported by facts and details and provide a concluding statement or section related to the opinion.

SEL
Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to independently problem solve.

Stage 1- Desired Results

STANDARDS	**Transfer**
Priority: **Social Sciences:** **SS.EC.1.5: Analyze why and how individuals, businesses, and nations around the world specialize and trade.** **Language Arts:** **RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing**	*Students will be able to independently use their learning to…* **TG1: Apply an understanding of the geographical themes that influence economic and environmental interactions to interpret the past and its impact on today's world.** **TG2: Integrate information from several texts on a single topic to deepen an understanding of the topic, and draw on specific information from text to explain the connections and relationships between events, concepts, or ideas in a text.**

on specific details in the text (e.g., how characters interact). **RI.5.3: Explain the relationship 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.** **RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.** **RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** **W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** **A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.** **B. Provide logically ordered reasons that are supported by facts and details.** **C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).**	**TG3: Write and digitally publish an opinion piece on a topic or text that draws on reasons and evidence from a variety of relevant and credible sources.**	
	Meaning	
	ENDURING UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS *Students will continue to consider . . .*
	EU1: Decisions concerning the allocation and use of economic resources (agricultural and industrial) impact individuals and groups.	**EQ1:** What effect does the economy have on a society? *How do economic systems affect my life and the lives of others?*
	EU2: People move or relocate for a variety of reasons.	**EQ2:** How does geography and accessibility of natural resources influence how and where people live?
	EU3: Decisions concerning the allocation and use of economic resources impact individuals and groups.	**EQ3**: How does analyzing more than one text help the reader to interpret an author's intent and build knowledge?
	EU4: As people and nations interact, they shape cultural and political institutions in new ways.	**EQ4:** How do I convey information accurately? How do I know if the information I researched is reliable and valid?
	EU5: Text varies in the types and complexity of information provided; information gained from multiple sources can enhance understanding.	**EQ5:** How can I use the text to support my thinking? *Why do readers quote from what they read?*
	EU6: Effective readers support their analysis/interpretation of text by citing textual	**EQ6:** How does clarifying the meaning of unknown words help a reader gain understanding of a text?

D. Provide a concluding statement or section related to the opinion presented. **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.** **SEL:** **Goal 1: Develop self-awareness and self-management skills to achieve school and life success.** **Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.** **Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.** **Supporting:** Social Sciences: SS.G.2.5: Describe how humans have utilized natural resources in the United States. SS.H.2.5: Use information about historical source-including the maker, date, place of origin, intended	evidence; inferences must be rooted in the text-providing a foundation for understanding. **EU7:** Authors make purposeful language choices to enhance the meaning in text(s); effective readers actively seek the meaning of unknown words/phrases to deepen their understanding of text(s). **EU8:** A compelling argument is one that is logically constructed, grounded in fact and appealing to the reader's senses and emotions. **EU9:** Emotions exist for a purpose; developing awareness of thoughts and feelings informs our actions and decision-making.	 **EQ7:** How does language in a story help us see what the author is telling us? **EQ8:** What makes a good argument? *How are compelling arguments constructed?* **EQ9:** Why should we be aware of our emotions? *How does my behavior affect others?*
	Acquisition	
	Students will know… **K1:** Academic Vocabulary **Social Sciences** **K2:** The difference between agricultural and industry based economies **K3:** The conflict between the French, English and Indigenous People	Year-Long English/Spanish "I Can" Statements *Students will be skilled at…* **Social Sciences** **S1:** I can describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., language, ideas, beginning and expansion of the slave trade, new agricultural markets).

audience, and purpose-to-judge the extent to which the source is useful or studying a particular topic SS.H.3.5: Explain probable causes and effect of events and developments in U.S. history SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources Language Arts: RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 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).	**K4:** Reasons for Indigenous Peoples' settlements include changes in geography and climate **K5:** Reasons for early exploration include resources, land and wealth **K6:** The impact of the Indigeneous People and explorers on each other **K7:** How different geographic regions impact settlements, including landforms, climate and previous inhabitants **K8:** Inventions and technological innovations that can lead to migration and exploration **K9:** Explorers, past and present **Language Arts/Digital Literacy** **K10:** Reading strategies **K11:** The writing process **K12:** How to be a responsible digital citizen **K13:** Research process (citations and bibliography, bias, reliable/unreliable sources) **K14:** The structure of opinion writing (organizational structures such as	**S2:** I can determine reasons for Indigeneous People settlements, early exploration and current migration patterns. **S3:** I can read and analyze different accounts and perspectives of events. **S4:** I can analyze historical accounts and documents, and identify the accuracy and dependency of the source. **S5:** I can compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology. **Language Arts/Digital Literacy** **S6:** I can compare and contrast two or more story elements, drawing on specific details in the text to support my thinking. (RL.5.3) **S7:** I can explain the relationship between people, events/ideas using text information. (RI.3) **S8:** I can compare and contrast how stories, in the same genre, approach similar themes and topics. (RL.9) **S9:** I can integrate information from several texts on the same topic in order to deepen my understanding of the subject. (RI.9)

	comparing/contrasting, problem/solution, cause/effect, etc.) **SEL** **K15:** Strategies for problem solving	**S10:** I can write opinion pieces that support a point of view on a topic or text. (W.1) ● I can introduce the text by saying what my opinion is and *why* by providing reasons supported by facts and details. ● I can provide supporting details that are grouped to support my purpose. ● I can choose words, phrases, or clauses to link my opinion and reason. ● I can write a concluding statement or section that is related to the opinion presented in the introduction. **S11:** I can remember or gather related information from print and digital sources. (W.8) ● I can summarize or paraphrase information in notes and in finished work. ● I can provide a list of sources. **S12:** I can explain what the text says explicitly by quoting accurately from the text. (RL/RI.1) **S13:** I can provide quotes from the text to support my inferences. (RL/RI.1) **S14:** I can examine how an author provides reasons and evidence to support key points

		in a text, then identify which reasons or evidence support which ideas or points. (RI.8) **S15:** I can identify the author and title of information in multiple platforms to give credit to my sources. (Info/Dig Lit Goal 1) **S16:** I can recognize author's bias and text limitations. (Info/Dig Lit Goal 2) **SEL** **S17:** I can state a problem without blaming anyone. **S18:** I can generate safe and respectful solutions to a problem. **S19:** I can identify consequences of potential solutions. **S20:** I can explain the purpose of making a plan.
Stage 2- Evidence		
Evaluation Criteria	**Assessment Evidence**	
Task Rubric	PERFORMANCE TASK(S):	

Reading Rubrics-English Reading Rubrics-Spanish Opinion Writing Rubrics, Prompt and Checklists SEL Rubrics	Read the Teacher Notes first to support implementation of instruction as you prepare for the performance task. The timeline, resources, and suggestions are included in these notes to support teachers. Task: **Shark Tank** You've been invited onto the show "Shark Tank-Early America Edition!" Your role is to develop a prototype of a new item **(teacher note- could be a modification to improve a current item used during the time)** that one Native American or European group could trade with another Native American or European group from your earlier unit research.
	OTHER EVIDENCE ● Sample Reading Assessments ● 6 facets of learning ● Reader's/Writer's Notebook (reading and writing samples) ● Conferencing ● Anecdotal Notes ● Teacher Observations ● Graphic Organizers STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

SEL Resources
Second Step Lesson:16-18

Social Studies Resources
MyWorld Chapters 1 & 2

Writing Resources

Updated 7/2021

Using Cristopher Columbus and the Taínos(*Encounter* by Jane Yolen) to model research and narrative writing will provide a large body of materials for research, elucidate Columbus' accomplishments, and provide a segue way to an optional discussion/study of the merits of Columbus Day.

Read Aloud Texts
Encounter by Jane Yolen
Morning Girl by Michael Dorris

Reading Texts
Articles
Leveled Readers from *Building Our Country: my World*
Content Readers from *Building Our Country: my World*

The Learning Plan

- ❏ How will I support learners as they come to understand the important ideas and processes?
- ❏ How will I prepare them to independently transfer their learning?
- ❏ How are my students going to learn what they need to know and be able to do?
- ❏ How do I teach for understanding and transfer?

Lessons - 5th Grade Links to Integrated Curriculum Resources

- ❏ What are the goals/standards toward which we are working in this lesson? How will I communicate this? *An introduction to the unit goals/standards and the purpose/value of learning them. A preview of the evidence needed to demonstrate learning, including the performance task.*
- ❏ Is there proper alignment with Stages 1 and 2?
- ❏ What will the students be learning? *A preview of the rubric(s) to be used, along with models/exemplars of effective performance. A review of the unit sequence.*
- ❏ From where are the students coming? What prior knowledge, learning styles, talents do they bring?
- ❏ What misconceptions may exist?
- ❏ How will I know? *Pre-assessment to check for students' readiness---knowledge, skill levels, potential misconceptions and interests related to the topic.*

- ❏ What meaning-making activities (facilitative teaching strategies) will move students toward the desired understandings?
- ❏ How will I create opportunities for students to act on feedback?
- ❏ Will students be asked to “perform” (ie- apply their learning in some fashion) with their learning in this lesson? If so, how? *A return to the Essential Questions to consider what has been learned and better understood.*
- ❏ How am I addressing the differing levels of readiness and interests of my students?
- ❏ How will I check the progress of my students? *Formative assessments (other evidence)*
- ❏ What feedback will they need?
- ❏ Are my students able to make connections to previous learning? Future/Real-world applications? *A reflection on the “so what”; for example, “What can I now do with what I have learned?” “How will this learning help me in school? In my life?”*
- ❏ Have I allowed sufficient time for students to self-reflect/self-assess? *An opportunity for students to self-assess their performance based on the unit goals and assessment results. Set future learning goals.*