Grade 5 Social Studies / History
Social Studies 5

Geography Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading: Informational Text

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Writing

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Geography

Theme: Regions and People of the Western Hemisphere Spatial Thinking and Skills

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5. Latitude and longitude can be used to make observations about location and generalizations about climate.

Places and Regions

6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Human Systems

7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Care for God's Creation

The Rights of Children

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

Content

1. maps, globes, charts, and graphs
2. absolute location
3. regions

Skills

1. Use globes and other geographic tools to gather, process and report information about people, places and environments.
2. Explain that cartographers decide which information to include in maps.
3. Apply coordinates of latitude and longitude to determine the absolute location of points in the Americas and to make observations about location and generalizations about climate.
4. Identify hemispheres on maps and globes.
5. Use maps to identify the location of: a. The three largest countries in North America b. The 50 states of the United States and their capitals c. The Rocky, Appalachian, Andes, and other mountain systems of the Western Hemisphere d. The Mississippi and Rio Grande.
6. Examine the relationships among people, places and environments by mapping and graphing geographic data.
7. Recognize that geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies.
8. Access, read, interpret, and create maps and other geographic representations as tools of analysis.
9. Display skill in using maps, globes and geographic tools to gather, process and report information about people, places and environments.
10. Analyze cause and effect of how political, environmental, social and economic factors cause people, products, and ideas to move from place to place in the Western Hemisphere today.
11. Analyze and create maps of colonization and exploration to explain European influence in the Western Hemisphere.
12. Explain how variations among physical environments in the Western Hemisphere influence human activities there.
13. Explain how the activities of humans have altered the physical environment of the Western Hemisphere.
14. Recognize that the cultural groups of Canada and the United States are: the Arctic, the Subarctic, the Northeast (Eastern Woodlands), Southeast, Plains, Northwest Coast, California, Great Basin, Plateau, and Southwest.
15. Explain that a place is a location having distinctive characteristics which give it meaning and character and distinguish it from other locations.
16. Explain that a region is an area with one or more common characteristics, which give it a measure of homogeneity and make it different from surrounding areas.
17. Recognize that places and regions are human constructs.
18. Explain that regions can be determined based upon landform, climate, population, culture and economics.
19. Determine regions in the Americas using data related to various criteria including the landforms, climates, population, culture, and economic characteristics.
20. Describe how the characteristics of different physical environments affect human activities in North America.
21. Analyze maps of colonization and exploration to help understand European influence in North America.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Explain historical text based on specific information.
3. Determine meaning of unknown words and phrases.
4. Compare and contrast the overall structure of information in a text.
5. Analyze multiple accounts of the information.
6. Interpret information presented.
7. Explain authors purpose.
8. Integrate information from multiple texts.
9. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support develop and strengthen writing.
6. With guidance and support produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays in presentations.
6. Distinguish when to use formal and informal English.

Language

1. Use knowledge of language and its conventions when writing, speaking, reading and listening.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Resources

Essential Questions

1. How do maps and globes help us understand the world?
2. How can the study of geography and its tools be used to analyze relationships between people and places?
3. How does where you live influence how you live?

Standards Vocabulary

1. summarize
2. paraphrase
3. main idea
4. key details
5. facts
6. sources
7. cite
8. multiple sources
9. writing conventions

Additional Vocabulary

1. geography
2. hemispheres
3. climate
4. region
5. prime meridian
6. equator
7. landforms
8. natural resources
9. renewable resources
10. nonrenewable resources
11. physical map
12. political map
13. historical map
14. altitude
15. relative location
16. absolute location
17. latitude
18. longitude
19. coordinates

Stage 2: Assessment Evidence

MapQuest

Summative: Project

Working in small groups, students will be given a map with a beginning point and ending destination. Their job will be to use the map and plot directions from point A to point B using roads and latitude and longitude. Afterward students may quiz a peer while giving them point A and point B and finding different directions to get to the same place. They could also decide which set of directions is longer and which is more efficient. A map scale may be used in this activity.

Renewable and Non-Renewable Resources

Formative: Graphic Organizer

Students will design a chart comparing renewable and non-renewable resources.

Living and Non-Living Resources

Formative: Project

Students will make a chart or collage depicting living and non-living resources.

Sports Team Travel

Formative: Cooperative Group Work

Using latitude and longitude, student groups will plot the location of various major league sports teams throughout the United States. The students should describe the direction that they would travel, as well as any major landforms, states, etc., that they would pass along the way.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. Using latitude and longitude, student groups will plot the location of various major league sports teams throughout the United States. The students should describe the direction that they would travel, as well as any major landforms, states, etc., that they would pass along the way.
2. Instructional Technology: Geography Games. Students can play online Geography Games using the link provided.
3. Instructional Technology: Map Activities. Students can play online Map Activities using the link provided.
4. Brainstorming. After the class discusses the positive and negative impact people have on their environments, students will brainstorm examples of positive (recycling) and negative (pollution) impacts.
5. Instructional Technology: The Stowaway Adventure. This project taps into some of the exciting applications of the Internet in education by having students access real time ocean data. The students will track an actual ship at sea, determine its destination, and predict when it will arrive at its port of call. In addition, they will have the opportunity to monitor the weather conditions at sea and predict when rough weather might impact on the ship's arrival time. Use the link provided.
6. Project. Students will make a chart or collage depicting living and non-living resources.
7. Graphic Organizer. Students will design a chart comparing renewable and non-renewable resources.
8. Cooperative Learning Groups. Working in small groups, students will be given a map with a beginning point and ending destination. Their job will be to use the map and plot directions from point A to point B using roads and latitude and longitude. Afterward students may quiz a peer while giving them point A and point B and finding different directions to get to the same place. They could also decide which set of directions is longer and which is more efficient. A map scale may be used in this activity.

Resources

* Geography Games (<http://www.gamequarium.com/usgeography.html>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*River* by Debbie Atwell
*Coal* by Christin Ditchfield
*The Coast Mappers* by Taylor Morrison
*Small World: Maps and Map Making* by Karen Romano Young
*The Great Whale of Kansas* by Richard Jennings
*Home to Me: Poems Across America* by Lee Bennett Hopkins
*My America: A Poetry Atlas of the United States* by Lee Bennett Hopkins
*Legends of Landforms* by Carole G. Vogel
*My Side of the Mountain* by Jean Craighead George
*Mist Over the Mountains: Appalachia and its People* by Raymond Bial
*Mississippi* by Diane Sieber
*Stories from Where We Live: The Great Lakes* by Sara St. Antoine
*Roll On, Columbia* by Jan Mader
*Grand Canyon* by Linda Viera
*The Abernathy Boys* by L.J. Hunt
*The St. Lawrence Seaway* by Rebecca Perez
*The Great Kapok Tree* by Lynne Cherry

Resources

* Geography PowerPoints (<http://www.pppst.com/>)

Grade 5 Social Studies / History
Social Studies 5

Historical Thinking and Research Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.5.6. With some guidance and support from adults, 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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9b. 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]).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Government

Theme: Regions and People of the Western Hemisphere Civic Participation and Skills

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

History

Theme: Regions and People of the Western Hemisphere Historical Thinking and Skills

1. Multiple-tier timelines can be used to show relationships among events and places.

Economics

Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

14. The choices people make have both present and future consequences.

Catholic Identity

DOC All Grades Catholic Identity

The Rights of Children

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

Content

1. historical thinking
2. accurate facts
3. credible sources
4. primary sources
5. secondary sources
6. research skills
7. multi-tiered timelines

Skills

1. Recognize that historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources of information.
2. Create and use multiple-tier timelines to show relationships among events and places in United States history.
3. Identify possible relationships between important events in United States history.
4. Obtain information from a variety of print and electronic sources and analyze its reliability including: a. Accuracy of facts b. Credibility of the source.
5. Locate information in a variety of sources using key words, related articles and cross-references.
6. Draw inferences from relevant historical information.
7. Organize key ideas by taking notes, paraphrasing or summarizing information.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Produce clear and coherent writing.
4. With guidance and support develop and strengthen writing.
5. With guidance and support produce and publish writing.
6. Conduct short research projects.
7. Gather information and integrate the information while avoiding plagiarism.
8. Draw evidence from texts to support analysis, reflection, and research.
9. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Distinguish when to use formal and informal English.

Essential Questions

1. In what ways can we learn from the past and how can it be used to solve problems and make decisions?
2. In what ways have ideas and events from the past shaped the Western Hemisphere today?
3. How am I connected to those in the past?

Standards Vocabulary

1. paraphrase
2. plagiarism
3. summarize
4. compare
5. contrast
6. primary source
7. secondary source

Additional Vocabulary

1. timeline
2. B.C.
3. A.D.
4. B.C.E.
5. C.E.
6. artifacts
7. data
8. circle graphs

Stage 2: Assessment Evidence

Which View Is Right?

Summative: Research Project

Students will choose a topic they have been studying in social studies that is of interest to them. After becoming familiar with the material presented in their textbook on this topic, they should find at least three other sources which present a different perspective on the topic. After analyzing these sources, making sure their sources are credible, and taking notes on the materials, students will write an essay in which they explain which view they think is most accurate and why, citing reasons from the sources they have gathered. Students should follow the entire writing process for this project.

Multiple-Tier Timeline

Summative: Reflective Writing

Students will use events in their personal lives as well as world events which have taken place in their lifetimes to create a multiple-tier timeline. They will then write a reflective response on how those world events have shaped their lives.

Compare and Contrast Two Fictional Accounts

Formative: Graphic Organizer

Students will find two fictional stories/books about the same famous American, such as Abraham Lincoln, and use a graphic organizer to compare and contrast the two accounts of the person.

Compare and Contrast Fiction Versus Nonfiction

Formative: Graphic Organizer

Students will read one fictional account and one nonfictional account of the same famous person or event, such as Abraham Lincoln or the Titanic, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.

Compare and Contrast: Primary Versus Secondary Sources

Formative: Graphic Organizer

Students will locate and read a primary source document and a secondary source document on the same topic, such as the civil rights riots, and use a graphic organizer to compare and contrast the two accounts of the same event. The class can discuss their findings.

Resources

* History Day (<http://www.ohiohistory.org/education/national-history-day-in-ohio>)

Stage 3: Learning Plan

Learning Experiences

1. Interactive Instruction. Students will create a "human timeline" based on information presented on cards given to each of them. When completed the students can go to other classes and present each event they researched in chronological order.
2. Reflective Project. Students will use events in their personal lives as well as world events which have taken place in their lifetimes to create a multiple-tier timeline. They will then write a reflective response on how those world events have shaped their lives.
3. Research Project. Students will choose a topic they have been studying in social studies that is of interest to them. After becoming familiar with the material presented in their textbook on this topic, they should find at least three other sources which present a different perspective on the topic. After analyzing these sources, making sure their sources are credible, and taking notes on the materials, students will write an essay in which they explain which view they think is most accurate and why, citing reasons from the sources they have gathered. Students should follow the entire writing process for this project.
4. Computer Assisted Instruction. Students can use the Historical Thinking Interactives located in the links section.
5. Compare and Contrast: Two Fictional Accounts. Students will find two fictional stories/books about the same famous American, such as Abraham Lincoln, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.
6. Compare and Contrast: Fiction Versus Nonfiction. Students will read one fictional account and one nonfictional account of the same famous person or event, such as Abraham Lincoln or the Titanic, and use a graphic organizer to compare and contrast the two accounts of the person. The class can discuss their findings.
7. Compare and Contrast: Primary Versus Secondary Sources. Students will locate and read a primary source document and a secondary source document on the same topic, such as the civil rights riots, and use a graphic organizer to compare and contrast the two accounts of the same event. The class can discuss their findings.

Resources

* Research Project ([www.nationalhistoryday.org](http://www.nationalhistoryday.org))

Resources

1. **iPad Resources**
2. **Literature Connections**
*10 Easy-to-Read American History Plays* by Sarah Glasscock;Scholastic Professional Books
*15 Fun-to-Read American History Mini-Books* by Jeff and Nancy I. Sanders, Scholastic Professional Books
*Struggle for the Continent:The French and Indian Wars 1689-1763* by Besty Maestro
*Abraham Lincoln for Kids: His Life and Times with 21 Activities (For Kids series)* by Janis Herbert
*Who Was Abraham Lincoln?* by Janet Pascal
*Abraham Lincoln for Kids* by Jacob Smith

*DK Biography: Abraham Lincoln* by Tanya Lee Stone
*Magic Tree House Fact Tracker #25: Abraham Lincoln: A Nonfiction Companion to Magic Tree House #47: Abe Lincoln at Last! (A Stepping Stone Book(TM))* by Mary Pope Osborne and Natalie Pope Boyce
*Magic Tree House Fact Tracker #7: Titanic: A Nonfiction Companion to Magic Tree House #17: Tonight on the Titanic (A Stepping Stone Book(TM))* by Mary Pope Osborne and Will Osborne
*The Civil Rights Movement for Kids: A History with 21 Activities (For Kids series)* by Mary C. Turck
*Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* by Ellen S. Levine

Resources

* Teaching History Site (<http://teachinghistory.org/teaching-materials>)

Grade 5 Social Studies / History
Social Studies 5

Economics

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading: Informational Text

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Reading: Foundational Skills

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Government

Theme: Regions and People of the Western Hemisphere Civic Participation and Skills

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Economics

Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills

13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.

14. The choices people make have both present and future consequences.

Scarcity

15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

Production and Consumption

16. The availability of productive resources and the division of labor impact productive capacity.

Markets

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Financial Literacy

18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

Content

1. production and consumption
2. Scarcity
3. financial literacy
4. global market
5. interdependency

Skills

1. Analyze the relationship between supply, demand, and price in a competitive market.
2. Apply the concepts of production, division of labor, and specialization to design an effective business plan.
3. Investigate and analyze how workers can improve their ability to earn income by gaining new knowledge, skills, and experience.
4. Understand that individuals can better understand public issues by gathering and interpreting information from multiple sources.
5. Understand that data can be displayed graphically to effectively and efficiently communicate information.
6. Know that information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.
7. Explain that the choices people make have both present and future consequences.
8. Understand that the availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.
9. Understand that the availability of productive resources and the division of labor impact productive capacity.
10. Understand that regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
11. Analyze the ways that workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support, develop and strengthen writing.
6. With guidance and support, produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How do we make financial decisions as individuals and as groups?
2. How does unequal distribution of resources affect the world economy?
3. Why can't I have everything I want?

Standards Vocabulary

1. figurative language
2. simile
3. metaphor
4. nuances
5. synonyms
6. antonyms
7. homographs
8. idioms
9. adages
10. transitions

Additional Vocabulary

1. interest
2. supply and demand
3. capital
4. natural resources
5. specialization
6. productivity
7. entrepreneur
8. goods
9. services
10. labor
11. scarcity
12. competition
13. incentive
14. free enterprise
15. profit
16. import
17. export
18. free trade
19. market
20. tariff
21. inflation
22. recession
23. division of labor

Resources

Stage 2: Assessment Evidence

Fund-Raising Plan

Summative: Cooperative Group Work

In cooperative groups, students will create a class fund-raising plan to raise money for a local charity. They need to determine how much money they want to raise, how they will raise it, how they will advertise, who will receive the money and why, and how to record and chart the money they raise. Each group will write a business proposal for their plan. After all plans are presented to the class, the class will vote on which one to implement, or if feasible, all will be implemented. Students will continue to chart their fund-raising progress.

Possible Careers

Summative: Research Project

Students will conduct research on possible careers and brainstorm decisions they have to make now and in the future to train for each job. They will analyze the ways that they can improve their ability to earn income by gaining new knowledge, skills and experiences. They will then write a reflective essay on how best they can prepare for their future career.

Debate

Formative: Class Discussion

Students will research the types of distribution methods for scarce goods and services and then engage in a debate on the pros and cons of each type of distribution method for scarce goods and services.

Fiction and Real Life

Summative: Essay

After reading one of the fictional books about an aspect of economics in the Resources section, students will write an essay comparing the economics lesson in the story to what they have seen in real life.

Career Connection

Summative: Research Project

Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

* Group Business Plan ([www.bizworld.org](http://www.bizworld.org))

Stage 3: Learning Plan

Learning Experiences

1. Research Project. Students will conduct research on possible careers and brainstorm decisions they have to make now and in the future to train for each job. They will analyze the ways that they can improve their ability to earn income by gaining new knowledge, skills and experiences. They will then write a reflective essay on how best they can prepare for their future career.
2. Debate. Students will research the types of distribution methods for scarce goods and services and then engage in a debate on the pros and cons of each type of distribution method for scarce goods and services.
3. Discussion. Students will review ads from local newspapers and discuss presentation of sale items. They will chart the costs of similar items sold at various competitors. Using the same ads, they will discuss data from a consumer standpoint. How much would they pay for a limited edition item?
4. Cooperative Learning Groups. In cooperative groups, students will create a class fund-raising plan to raise money for a local charity. They need to determine how much money they want to raise, how they will raise it, how they will advertise, who will receive the money and why, and how to record and chart the money they raise. Each group will write a business proposal for their plan. After all plans are presented to the class, the class will vote on which one to implement, or if feasible, all will be implemented. Students will continue to chart their fund-raising progress.
5. Writing. After reading one of the fictional books about an aspect of economics in the Resources section, students will write an essay comparing the economics lesson in the story to what they have seen in real life.

Research Project. Students will research various social studies, economics, or history careers. They should focus their research on the following questions: a. What is the career? b. What three things would they do in this career? c. How does this career help people? Using the answers to the questions, students can prepare a poster about the career they researched and present their findings to the class.

Resources

* Lesson Plans and Resources ([www.econlink.org](http://www.econlink.org))

Resources

1. **iPad Resources**
2. **Literature Connections**
*The Lemonade War* by Jacqueline Davies
*The Toothpaste Millionaire* by Jean Merrill
*The Kids Business Book* by Arlene Erlbach
*Neil S. Godfreys Ultimate Kids Money Book* by Neil S. Godfrey

*Lunch Money* by Andrew Clements
*A Gift for Mama* by Esther Hautzig
*All the Money in the World* by Bill Brittain
*Children of the Fire* by Harriette Gillem Robinet
*Dear Mr. Henshaw* by Beverly Cleary
*Shoes for Everyone: A Story about Jan Matzeliger* by Barbara Mitchell
*Stone Fox* by John Reynolds Gardiner
*The Great Brain Does It Again* by John Fitzgerald
*The Pushcart War* by Jean Merrill
*Tops and Bottoms* by Janet Stevens

Resources

* Entrepreneurship ([www.bizworld.org](http://www.bizworld.org))

Grade 5 Social Studies / History
Social Studies 5

Early Civilizations of the Western Hemisphere

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Assess how point of view or purpose shapes the content and style of a text.

RL.5.6. Describe how a narrators or speakers point of view influences how events are described.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Geography

Human Systems

7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

History

Theme: Regions and People of the Western Hemisphere Historical Thinking and Skills

1. Multiple-tier timelines can be used to show relationships among events and places.

Early Civilizations

2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

Heritage

3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

Option for the Poor and Vulnerable

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

Content

1. Mayas, Aztecs, Mississippians, Incas
2. characteristics of a civilization
3. environment

Skills

1. Identify and summarize the major characteristics of a civilization that distinguish it from another civilization.
2. Describe and illustrate the differences in the civilizations of the Mayas, Aztecs, Mississippians, and Incas based on their environments, government, social structures, religions, technologies, and agricultural practices and products.
3. Analyze and synthesize information from multiple sources to explain the lasting effects of early civilizations on modern civilizations.
4. Understand that variations among physical environments within the Western Hemisphere influence human activities.
5. Understand that human activities also alter the physical environment.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Describe how a narrators or speakers point of view influences how events are described.
3. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support, develop and strengthen writing.
6. With guidance and support, produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How have early civilizations of the Western Hemisphere affected present-day life?
2. In what ways does the physical environment influence human activities?
3. Why is it important for me to know about the early civilizations of the Western Hemisphere?

Standards Vocabulary

1. multimedia
2. collaboration
3. logical

Additional Vocabulary

1. civilization
2. culture
3. Maya
4. Aztec
5. Mississippian
6. Inca
7. agricultural practices
8. technology
9. social structures

Stage 2: Assessment Evidence

Civilization Comparison

Formative: Graphic Organizer

Students will create a chart illustrating the distinct structures built, the food, clothing, tools and utensils of the Aztecs, Incas, and Mayas.

Infomercial

Summative: Performance

Students will research, create, and present a 2-4 minute Infomercial of an early Indian civilization.

Museum Exhibit

Summative: Project

In small groups, students will create a display that incorporates all aspects of a civilization using visual, concrete, and written information.

Museum Reflection

Formative: Reflective Writing

Students will attend a museum exhibit and write a reflective essay on how the exhibit enhanced their understanding of civilizations they have been learning about.

Inca Poetry

Summative: Written Assessment

Students will research Incan poetry and create original poems about the Incas using this form.

Civilization Map

Formative: Cooperative Group Work

In groups students will create and label a map showing the areas where the Aztecs, Incas, and Mayas lived.

Creation Story Comparison

Formative: Graphic Organizer

Students will read creation stories from two of the civilizations they are studying and create a graphic organizer that shows the similarities and differences between the two cultures.

Travel Guide or Brochure

Summative: Research Project

Students will research and create a travel guide or brochure for someone who wants to go back in time and visit one of the civilizations the class is studying as it was prior to the arrival of the Europeans.

Stage 3: Learning Plan

Learning Experiences

1. Performance. Students will research, create, and present a 2-4 minute Infomercial of an early Indian civilization.
2. Field trip. Students will attend a museum exhibit and write a reflective essay on how the exhibit enhanced their understanding of civilizations they have been learning about.
3. Research Project. Students will research and create a travel guide or brochure for someone who wants to go back in time and visit one of the civilizations the class is studying as it was prior to the arrival of the Europeans.
4. Graphic Organizer. Students will read creation stories from two of the civilizations they are studying and create a graphic organizer that shows the similarities and differences between the two cultures.
5. Graphic Organizer. Students will create multi-tiered time lines for each of the early civilizations they are studying.
6. Cooperative Learning Groups. In groups students will create and label a map showing the areas where the Aztecs, Incas, and Mayas lived.
7. Graphic Organizer. Students will create a chart illustrating the distinct structures built, the food, clothing, tools and utensils of the Aztecs, Incas, and Mayas.
8. Creative Project. Students will research Incan poetry and create original poems about the Incas using this form.
9. Cooperative Learning Groups. In small groups, students will create a museum display that incorporates all aspects of a civilization using visual, concrete, and written information. After all the displays are created, they can be displayed in the classroom or other area for students to peruse.

Resources

1. **iPad Resources**
2. **Literature Connections**
*Tracing the Anasazi* by Alison Wells
*The Ancient Cliff Dwellers of Mesa Verde* by Caroline Arnold
*Minuk's Story* by Jennifer O. Dewey
*Prehistoric People of North America* By Diana Childress
*First Came the Indians* by M.J. Wheeler
*The Mound Builders by* Robert Silverberg
*The Mysterious Olmecs* by Jesse David Lynch
*How Ancient Americans Lived: The Native Tribes and the Peoples of the Frozen North* by Jen Green and Michael Stotter
*The Earliest Americans* by Helen Roney Sattler

Resources

* Mesoamerican Ballgame (<http://www.ballgame.org/>)

Grade 5 Social Studies / History
Social Studies 5

Native American Cultures

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading: Literature

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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).

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Assess how point of view or purpose shapes the content and style of a text.

RL.5.6. Describe how a narrators or speakers point of view influences how events are described.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9a. Apply grade 5 Reading standards to literature (e.g., Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Government

Theme: Regions and People of the Western Hemisphere Civic Participation and Skills

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Geography

Places and Regions

6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Human Systems

7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

History

Theme: Regions and People of the Western Hemisphere Historical Thinking and Skills

1. Multiple-tier timelines can be used to show relationships among events and places.

Early Civilizations

2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.

Economics

Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills

14. The choices people make have both present and future consequences.

Scarcity

15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

Markets

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Financial Literacy

18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

Resources

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Option for the Poor and Vulnerable

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. culture
2. environment
3. stewardship
4. technology
5. cultural groups of the United States and Canada: The Arctic; The Subarctic; The Northeast, often called the Eastern Woodlands; The Southeast; The Plains; The Northwest Coast; California; The Great Basin; The Plateau; and The Southwest.
6. cultural groups of Latin America: Middle America; Caribbean; Andes; Tropical Forest; South American Marginal Regions

Resources

Skills

1. Identify the characteristics of cultures.
2. Differentiate between the cultures of Native American groups based on their environments.
3. Create a chart representing the differences among the Native Americans.
4. Explain how early Native American cultures have left lasting effects on modern civilizations.
5. Describe and illustrate how the Native Americans have shown modern people how to care for God's creation.
6. Show how multiple-tier timelines can be used to show relationships among events and places.
7. Explain how the availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.
8. Understand how regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.
9. Explain how workers can improve their ability to earn income by gaining new knowledge, skills and experiences.
10. Understand how the Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support develop and strengthen writing.
6. With guidance and support produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. How did the physical environment impact the development of Native American cultures?
2. In what ways did the Native Americans care for and respect the environment?
3. Why is it important for me to know about the life and culture of the Native Americans?

Standards Vocabulary

1. summarize
2. cite
3. analyze
4. textual evidence
5. integrate
6. evaluate
7. argument
8. paraphrase
9. elaborate

Additional Vocabulary

1. agriculture
2. scarcity
3. surplus
4. stewardship

Stage 2: Assessment Evidence

Necessity of Trade

Summative: Persuasive Writing

Students will write a proposal from one cultural group to another recommending that the other group trade with their group as opposed to another group. The proposal may lead to forming groups for debate.

Native American Collage

Formative: Posters

Students will create a collage, physical or virtual, representing with pictures and/or words a specific Native American group. The class can then analyze displays to find similarities and differences.

Skit

Summative: Performance

Students can work in small groups to research an Indian culture. They then plan a brief skit depicting an event in the daily life of a cultural group such as a meeting of the Iroquois League, the construction of a tepee, or a whale hunt. There should be a narrator that introduces the subject of the skit and its history, geographic, and cultural background.

Daily Life in Early America

Formative: Writing Assignment

Students imagine that they could visit one of the Native American groups. Then they write a journal entry that describes the groups daily life.

Environmental Influence on Culture

Summative: Project

Students will create a product (possibly illustrated books, brochures, posters, etc.) explaining how environment influenced the way of life of a cultural group.

Before and After Reservations

Summative: Project

With a partner students will create a diorama that illustrates one aspect of native American culture before and after the institution of the reservation system. Students will write a cause and effect paragraph explaining this change. Students can share and display dioramas.

Legends

Summative: Writing Assignment

After researching some of the legends and myths of Native American groups, students can write their own legends to explain some natural events that happen today. Afterward they can read their legends to the younger students.

Similarities and Differences

Formative: Graphic Organizer

Students will complete a graphic organizer that illustrates the similarities and differences among the different Native American cultures they are studying.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Project. Students will create a product (possibly illustrated books, brochures, posters, etc.) explaining how environment influenced the way of life of a cultural group.
2. Peer Partner Learning. With a partner students will create a diorama that illustrates one aspect of native American culture before and after the institution of the reservation system. Students will write a cause and effect paragraph explaining this change. Students can share and display dioramas.
3. Writing. After researching some of the legends and myths of Native American groups, students can write their own legends to explain some natural events that happen today. Afterward they can read their legends to the younger students.
4. Project. Students will create a triorama (a three-dimensional display) of a selected culture. (See Links for triorama directions.)
5. Writing. Students will write a proposal from one cultural group to another recommending that the other group trade with their group as opposed to another group. The proposal may lead to forming groups for debate.
6. Project. Students will create a collage, physical or virtual, representing with pictures and/or words a specific Native American group. The class can then analyze displays to find similarities and differences.
7. Performance. Students can work in small groups to research an Indian culture. They then plan a brief skit depicting an event in the daily life of a cultural group such as a meeting of the Iroquois League, the construction of a tepee, or a whale hunt. There should be a narrator that introduces the subject of the skit and its history, geographic, and cultural background.
8. Graphic Organizer. Students will complete a graphic organizer that illustrates the similarities and differences among the different Native American cultures they are studying.

Resources

* Research Information (<http://www.kidinfo.com/american_history/native_americans.html>)

Resources

1. **iPad Resources**
2. **Literature Connections**
*Native Nations of the Western Great Lakes* by Bobbie Kalman
*People of the Longhouse: How the Iroquoian Tribes Lived* by Jillian and Robin Ridington
*Salmon Summer* by Bruce McMillan
*Daily Life in Plains Indian Village 1868* by Michael Bad Hand Terry
*The Pueblo: Southwestern Potters* by Mary Ehglar
*Pueblo People: Ancient Traditions, Modern Lives* by Marcia Keegan
*Back in the Beforetime* by Jane Louise Curry
*The Wave of the Sea-Wolf* by David Wisniewski
*American Indian Mythology* by Evelyn Wolfson
*The Navajo* by Raymond Biel
*Trail of Tears: The Cherokee Journey From Home* by Marlene Targ Brill
*Turtle Island: Tales of the Algonquian Nations* by Jane Louise Curry

Resources

Grade 5 Social Studies / History
Social Studies 5

Exploration and Colonization

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9b. 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]).

Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Government

Theme: Regions and People of the Western Hemisphere Civic Participation and Skills

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Roles and Systems of Government

12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Geography

Theme: Regions and People of the Western Hemisphere Spatial Thinking and Skills

4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.

5. Latitude and longitude can be used to make observations about location and generalizations about climate.

Places and Regions

6. Regions can be determined using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Human Systems

7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

History

Theme: Regions and People of the Western Hemisphere Historical Thinking and Skills

1. Multiple-tier timelines can be used to show relationships among events and places.

Heritage

3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.

Economics

Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills

14. The choices people make have both present and future consequences.

Scarcity

15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.

Production and Consumption

16. The availability of productive resources and the division of labor impact productive capacity.

Markets

17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Option for the Poor and Vulnerable

Care for God's Creation

The Rights of Children

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

Content

1. government systems
2. reasons for exploration
3. obstacles
4. navigational technology
5. inventions

Resources

Skills

1. Explain why European countries explored and colonized North America.
2. Examine the lasting effects of European exploration and colonization on cultural practices and products in the Western Hemisphere.
3. Analyze the impact colonization had on the expansion of the United States.
4. Investigate obstacles European explorers faced.
5. Connect the introduction of new ideas and technology in Europe to the effects on exploration in the Western Hemisphere.
6. Apply the concept of individual rights to the decisions made by early explorers and colonists that led to the creation of a democratic nation.
7. Explain how globes and other geographic tools can be used to gather, process and report information about people, places and environments.
8. Understand how latitude and longitude can be used to make observations about location and generalizations about climate.
9. Understand how variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

Explain how political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

Explain how the Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.

Explain how individuals can better understand public issues by gathering and interpreting information from multiple sources and how data can be displayed graphically to effectively and efficiently communicate information.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support, develop and strengthen writing.
6. With guidance and support, produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. What factors prompted the exploration of new lands?
2. What obstacles did early explorers and colonists face?
3. How did motivations for exploration and colonization differ among Europeans?
4. How does perspective influence the telling of history?
5. In what ways has European exploration and colonization influenced my life?

Standards Vocabulary

1. perspective
2. dialogue
3. sensory details

Additional Vocabulary

1. democracies
2. monarchies
3. dictatorships
4. settlement
5. colony
6. exploration
7. technology
8. navigation
9. expedition
10. conquistador
11. missionary
12. armada
13. religious tolerance
14. indentured servant
15. cash crop
16. compact

Resources

Stage 2: Assessment Evidence

Persuasive Argument

Summative: Written Assessment

Students will develop a logical argument to persuade Europeans to leave their native countries and become colonists in America. They can write their persuasive argument in the form of a letter to a relative who still lives in Europe.

Positive and Negative Effects of Colonization

Formative: Class Discussion

Discuss and critique the positive and negative effects each European nation had on the lands they colonized.

New World/Old World Menu

Formative: Project

Students will create a menu that uses only food items either from the Old World or the New World. The class can discuss the differences in the two menus and why those differences occurred.

Travel with an Explorer

Formative: Writing Assignment

After learning about explorers and their explorations, students will imagine that they are traveling with one of the explorers. They will write a journal entry describing the places they have been.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Cooperative Learning Groups. In cooperative groups, students will research the motivations different people had for coming to the United States. Students will present their findings to the class using some form of media. Afterward, they can compare the reasons the colonists came to the United States and why immigrants come today.
2. Peer Partner Learning. With a partner, students will discuss and write a paragraph describing the obstacles the colonists faced on their journey to the New World. How did they overcome these obstacles, and what were some of the long lasting effects of those obstacles?
3. Students will create maps showing European exploration of various explorers. They can track explorations in a variety of colors. The class can discuss similarities and differences.
4. Project. Students will create a multiple-tier timeline depicting exploration of different European countries featuring all of the explorers, along with the date of the journeys and the reasons for their explorations. Students can then write a paragraph summarizing their findings.

Concept Mapping. Students will create a concept map of explorers, sponsors, and reasons for exploring and successes as well as achievements.

Writing. Students will develop a logical argument to persuade Europeans to leave their native countries and become colonists in America. They can write their persuasive argument in the form of a letter to a relative who still lives in Europe.

Resources

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*Exploring the New World* by Rebecca Stefoff
*The Plymouth Colony* by Andrea Santella
*Founding Mothers* by Diane Silcox-Garrett
*Redcoats and Petticoats* by Katherine Kirkpatrick
*Magellan and the First Voyage Around the World* by Nancy Smiler Levinson
*Despite All Obstacles: La Salle and the Conquest of the Mississippi* by Joan E. Goodman
*Early American Civilization and Exploration, 1607* by Helen Cothran and Brenda Stalcup

Resources

* 13 Colonies (<http://mrnussbaum.com/13-colonies/>)

Grade 5 Social Studies / History
Social Studies 5

Government Systems

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 5 OH: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5

Language

Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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.

L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of word relationships and nuances in word meanings.

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Reading: Informational Text

Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

Assess how point of view or purpose shapes the content and style of a text.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writers purpose.

W.5.1b. Provide logically ordered reasons that are supported by facts and details.

W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1d. Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 13 above.)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

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.

SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

OH Grade 5 OH: Social Studies (2012)

Government

Theme: Regions and People of the Western Hemisphere Civic Participation and Skills

11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

Roles and Systems of Government

12. Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

Geography

Human Systems

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

Economics

Theme: Regions and People of the Western Hemisphere Economic Decision Making and Skills

14. The choices people make have both present and future consequences.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Content

1. government systems
2. citizens' rights and responsibilities

Skills

1. Differentiate among monarchies, democracies, and dictatorships.
2. Identify that governments may be organized in different ways and have limited and unlimited powers.
3. Explain the major responsibilities of the three branches of government in the United States.
4. Understand that individuals can better understand public issues by gathering and interpreting information from multiple sources and that data can be displayed graphically to effectively and efficiently communicate information.
5. Explain that the choices people make have both present and future consequences.
6. Understand that political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

Common Core/Literacy Standards

Informational Text

1. Read closely for comprehension of text.
2. Determine main idea and supporting detail.
3. Explain historical text based on specific information.
4. Determine meaning of unknown words and phrases.
5. Compare and contrast the overall structure of information in a text.
6. Analyze multiple accounts of the information.
7. Interpret information presented.
8. Explain authors purpose.
9. Integrate information from multiple texts.
10. Read and comprehend informational texts, including history/social studies, and technical texts, in the grades 45 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Foundation Skills

1. Know and apply grade-level phonics and decoding skills.
2. Read with accuracy and fluency to support comprehension.

Writing

1. Write an opinion piece supporting a point of view.
2. Write informative/explanatory text.
3. Write narratives to develop real or imagined experiences.
4. Produce clear and coherent writing.
5. With guidance and support develop and strengthen writing.
6. With guidance and support produce and publish writing.
7. Conduct short research projects.
8. Gather information, and integrate the information while avoiding plagiarism.
9. Draw evidence from texts to support analysis, reflection, and research.
10. Write routinely.

Speaking and Listening

1. Participate in collaborative discussions.
2. Paraphrase information.
3. Identify speakers reasons and evidence.
4. Report on a topic or text, tell a story, or recount an experience in an organized manner.
5. Add audio and visual displays to presentations.
6. Distinguish when to use formal and informal English.

Language

1. Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when writing and speaking.
2. Use knowledge of language and its conventions when writing, speaking, reading and listening.
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
4. Demonstrate understanding of word relationships and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.

Essential Questions

1. What is the purpose of government?
2. How does government authority affect citizens' rights?

Standards Vocabulary

1. textual evidence
2. analyze
3. assess

Additional Vocabulary

1. checks and balances
2. monarchy
3. democracy
4. dictatorship
5. federal
6. three branches of government
7. rights
8. responsibilities
9. limited
10. unlimited
11. U.S. Constitution
12. Bill of Rights
13. amendments
14. legislative
15. executive
16. judicial

Stage 2: Assessment Evidence

Form a Government

Summative: Cooperative Group Work

As a class, students will form a classroom government. They should discuss why they need to form a government, and what they want it to include (citizen rights and responsibilities, type of leaders, etc.). If they choose to have elected officials, the class should have an election. When completed, they can compare their class government to the three types of government studied. Discuss possible changes to make the U.S. government or their class government better.

Officials and Citizens

Formative: Graphic Organizer

Students will create a graphic organizer comparing government categories. Students should describe the relationships between those in power and citizens, and then provide examples of each type of government.

Forms of Government Debate

Summative: Cooperative Group Work

Students will form three groups, and each group will be assigned one form of government. After researching their form of government, they will debate the advantages and disadvantages of democracies, dictatorships, and monarchies. Students can also create posters promoting their form of government.

Exercising Rights

Summative: Written Assessment

Students will find articles from current newspapers, magazines, databases, and the Internet illustrating how people use the rights stated in the Constitution. For each example they find, students will write a paragraph explaining how people in the article are exercising their rights.

Resources

Stage 3: Learning Plan

Learning Experiences

1. Graphic Organizer. Students will create a graphic organizer comparing government categories. Students should describe the relationships between those in power and citizens, and then provide examples of each type of government.
2. Cooperative Learning Groups. Students will form three groups, and each group will be assigned one form of government. After researching their form of government, they will debate the advantages and disadvantages of democracies, dictatorships, and monarchies. Students can also create posters promoting their form of government.
3. Writing. Students will find articles from current newspapers, magazines, databases, and the Internet illustrating how people use the rights stated in the Constitution. For each example they find, students will write a paragraph explaining how people in the article are exercising their rights.
4. Computer Assisted Instruction. Students can engage in online activities about the three Branches of Government activities (See Links).
5. Graphic Organizer. Students will complete a Venn diagram of powers of state vs. federal government.
6. Cooperative Learning Groups. As a class, students will form a classroom government. They should discuss why they need to form a government, and what they want it to include (citizen rights and responsibilities, type of leaders, etc.). If they choose to have elected officials, the class should have an election. When completed, they can compare their class government to the three types of government studied. Discuss possible changes to make the U.S. government or their class government better.

Resources

* Three Branches of Government (<http://www.trumanlibrary.org/whistlestop/teacher_lessons/3branches/front.htm>)

Resources

Resources

1. **iPad Resources**
2. **Literature Connections**
*The Declaration of Independence* by Sam Fink
*The United States Constitution* by Karen Price Hossell
*The Everything American Government Book* by Nick Ragone
*Magruder's American Government* by William A. McClenaghan
*We the People: The Constitution of the United States of America* by Peter Spier
*Hiawatha: Messenger of Peace* by Dennis Brindell Fradin
*The Bill of Rights* by Patricia Ryon Quiri

Resources

* Civics (<http://www.icivics.org/teachers>)