

UNIT 1

Course: Language Arts/Social Sciences/SEL	Grade Level: 5th Grade
Unit Title: Policies and Action	Length of Unit: Approximately 5 weeks
<p>Unit Summary: In this unit, students will analyze the Constitution and research the different viewpoints that contributed to the writing of the Constitution. In doing so, students will also analyze how colonial and British views on authority and the use of power without authority differed. Students will review core democratic values and principles upon which our government is based and investigate how they are rooted in the organization of the federal government. Key concepts that will be studied are limited government, popular sovereignty, rule of law, and individual rights. Students will explain how the Preamble to the Constitution reflects the purposes of government and explore other parts of the Constitution for evidence of federalism, limited government, and individual rights. In learning about federalism, students compare the powers delegated to the federal government and those reserved to the states (or the people). Students will read a wide range of texts. Students will write narrative pieces based on information gathered from credible sources.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to have empathy for others and express compassion in order to succeed in school.</p>	
Stage 1- Desired Results	
<p>STANDARDS</p> <p>Priority: Social Sciences: SS.CV.4.5: Explain how policies are developed to address public problems</p> <p>Language Arts: RI/RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p style="text-align: center;">Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Analyze the foundations of our nation’s government to understand and explain the influence on current policies.</p> <p>TG2: Read and analyze a wide range of texts and use accurate quotations from texts that demonstrate an understanding of main ideas or themes.</p> <p>TG3: Write a narrative that uses effective technique to develop a real or imagined experience.</p>

<p>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.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Meaning</p>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: Governments exist to provide order and services to a nation; Americans needed their own government to provide leadership, protect their freedoms, and maintain order.</p> <p>EU2: A democracy is a form of government that represents values such as individual and collective rights, responsibilities, and freedoms.</p> <p>EU3: Effective readers support their analysis/ interpretation of text by citing textual evidence; inferences must be rooted in the text--providing a foundation for understanding.</p> <p>EU4: Effective readers use summarizing strategies; identify main ideas, key details and a theme in the text.</p> <p>EU5: Effective writers know the strongest stories have well-developed themes, engaging plots, appropriate structure, memorable characters, and well chosen events.</p> <p>EU6: Writing is a process</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>EQ1: How is a government useful to its citizens? <i>Why did Americans need a new government?</i></p> <p>EQ2: How are core democratic values and constitutional principles reflected in our government? <i>What [or whose] values did/does the American government represent?</i></p> <p>EQ3: How can I use the text to support my thinking? <i>Why do readers quote from what they read?</i></p> <p>EQ4: How can readers share their understanding of a text?</p> <p>EQ5: What makes a good story?</p> <p>EQ6: How do people strengthen their writing?</p>

<p>SEL: Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Supporting: Social Sciences: SS.CV.2.5: Examine the origins and purposes of rules, laws, and key U.S. Constitutional provisions.</p> <p>SS.CV.1.5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>SS.CV.3.5: Compare the origins, functions and structure of different systems of government. Processes, Rules, and Laws</p> <p>SS.IS.7.3-5 Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places</p>	<p>EU7: Respectful interactions contribute to healthy relationships; each person in a relationship is responsible for acknowledging, appreciating, and respecting one another's differences.</p>	<p>EQ7: How do people develop healthy relationships? What is my responsibility in a relationship?</p>
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i> K1: Academic Vocabulary</p> <p>Social Sciences K2: Winning the war set in motion a need for a new government that would serve the needs of the new states.</p> <p>K3: Three different branches of government have assigned responsibilities and powers.</p> <p>K4: The purpose of the US Constitution.</p> <p>K5: Key US Constitutional provisions.</p> <p>K6: The multiple perspectives that led to the creation of the Constitution.</p> <p>K7: The impact of the Constitution on lives today.</p> <p>K8: The purpose of taxes and role in government services.</p> <p>K9: A variety of events that led to the creation of new policies and laws (such as</p>	<p>Year-Long English/Spanish "I Can" Statements <i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can explain the role of events that led to declaring independence (Stamp Act, Boston Tea Party, etc.,).</p> <p>S2: I can analyze the actions of citizens that rose as leaders.</p> <p>S3: I can distinguish between the role of the Legislative, Executive and Judicial branches of the government.</p> <p>S4: I can recognize ideas from documents used to develop the Constitution (Iroquois Confederacy, Articles of Confederation, the Virginia Plan).</p> <p>S5: I can justify the use of checks and balances.</p> <p>S6: I can identify the underlying principles of the United States Constitution as the</p>

<p>Language Arts: 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).</p> <p>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.</p>	<p>amendments).</p> <p>Language Arts/Digital Literacy K10: Reading strategies.</p> <p>K11: The structure of narrative writing (use of literary elements ie: plot, character, setting, event to establish and introduce the story, develop through a logical sequence and end in a logical conclusion).</p> <p>K12: The writing process (use of writing techniques ie: dialogue and transition words, describe details and employ concrete and sensory details).</p> <p>K13: How to be a responsible digital citizen.</p> <p>K14: Narratives can entertain and inform.</p> <p>SEL K15: A variety of feelings and perspectives.</p> <p>K16: How to work effectively with others.</p>	<p>framework for the United States form of government.</p> <p>S7: I can explain the process of passing a law.</p> <p>Language Arts/Digital Literacy S8: I can explain what the text says explicitly by quoting accurately from the text. (RL/RI.1)</p> <p>S9: I can provide quotes from the text to support my inferences. (RL/RI.1)</p> <p>S4: I can use the details in a text to determine a theme. (RL.2)</p> <p>S10: I can summarize the text. (RL/RI.2)</p> <p>S11: I can explain how the main ideas of a text are supported by key details. (RI.2)</p> <p>S12: I can write a narrative about a real or imagined experience or event. (W.3)</p> <ul style="list-style-type: none"> • I can use sensory details and story structures that make clear what is happening and who is involved. • I can arrange events into authentic sequences that unfold naturally, adding dialogue, pacing, and description to bring the story and its characters alive. • I can use various transitional words, phrases, and clauses that orient readers to the sequence of events.
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