

UNIT 3

Course: Language Arts/Social Sciences/SEL		Grade Level: 5th Grade
Unit Title: Life in the Colonies and American Revolution		Length of Unit: Approximately 6 weeks
<p>Unit Summary: In this unit, students will examine the causes and consequences of European settlement in North America. Students will explore the reasons for the colonization of North America, the colonial period, and subsequent American Revolution, including the purpose and principles of the Declaration of Independence. Students will read and analyze a wide range of texts. Students will be able to use accurate quotations from the text to demonstrate an understanding of the text and the author's word choices. Students will read critically, analyzing text structures, credibility and media format to gather information about a topic. Students will use the writing process to ensure that their informative pieces introduce the topic, develop the topic with facts, details, quotes and examples, use precise language and provide a concluding statement or section related to the information presented.</p> <p>SEL Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to use effective ways to increase coping and manage strong feelings in order to limit negative consequences.</p>		
Stage 1- Desired Results		
STANDARDS	Transfer	
<p>Priority: Social Sciences: SS.H.3.5: Explain probable causes and effects of events and developments in US History.</p> <p>SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Language Arts: RI/RL.5.1: Quote accurately from a text when explaining what the text</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>TG1: Apply an understanding of historical events in order to analyze their impact on the United States economy (past and present) and draw on this understanding to explain their continued/ongoing impact.</p> <p>TG2: Read and analyze a wide range of texts and use accurate quotations from text to demonstrate an understanding of a text as a whole, and the meaning of words and phrases (including figurative language) used in a text.</p> <p>TG3: Gather information from relevant print and digital sources on a topic of choice and draw on this to write an informational/explanatory text that includes a listing of these sources.</p>	

says explicitly and when drawing inferences from the text.	Meaning	
<p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>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.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. 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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>EU1: People move or relocate for a variety of reasons.</p> <p>EU2: As people and nations interact, they shape cultural and political institutions in new ways.</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: Authors make purposeful language choices to enhance the meaning in text(s); effective readers actively seek the meaning of unknown words/phrases to deepen their understanding of text(s).</p> <p>EU5: Writers use figurative language to make the writing “come alive” and enable the reader to better experience the text.</p> <p>EU6: When studying history, we must make sense of different “stories”; knowing whose story is being told helps in determining perspective and/or bias.</p> <p>EU7: Text varies in the types and complexity</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider...</i></p> <p>EQ1: How does geography influence how and where people live?</p> <p>EQ2: How have the events of the past shaped the present?</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 does clarifying the meaning of unknown words help a reader gain an understanding of a text?</p> <p>EQ5: How does language in a story help us see what the author is telling us?</p> <p>EQ6: When studying history, why ask, “Whose story is this?”</p> <p>EQ7: How does analyzing more than one</p>

<p>E. Provide a concluding statement or section related to the information or explanation presented.</p> <p>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.</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.H.1.5: Create and use a chronological sequence of related events to compare developments that happened at the same time. Historical Sources and Evidence</p> <p>SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended</p>	<p>of information provided; information gained from multiple sources can enhance understanding.</p> <p>EU8: Effective researchers must determine if a source is valid by considering key variables (e.g., the author's purpose for writing; how/where the author got the information; if there is bias in the writing, etc.).</p> <p>EU9: Effective problem-solvers identify the appropriate strategy to use, are self-aware of thoughts and feelings when making decisions, and thoughtfully express their thinking while taking into consideration others' perspectives.</p>	<p>text help the reader to interpret an author's intent and build knowledge?</p> <p>EQ8: How do I convey information accurately? How do I know the information I researched is reliable and valid?</p> <p>EQ9: What does it mean to be an effective problem-solver?</p>
<p style="text-align: center;">Acquisition</p>		
	<p><i>Students will know...</i></p> <p>K1: Academic Vocabulary</p> <p>Social Sciences K2: What a colony is</p> <p>K3: Why and how people started colonies</p> <p>K4: Different structures of colonies</p> <p>K5: The influence that the natural resources and climate have on daily colonial life</p> <p>K6: The similarities and differences between</p>	<p>Year-Long English/Spanish "I Can" Statements</p> <p><i>Students will be skilled at...</i></p> <p>Social Sciences S1: I can create a timeline of events showing the development and settlement of the 13 British colonies.</p> <p>S2: I can compare the geographic and cultural differences between the New England, Middle, and Southern colonies (e.g., religious, economic, political).</p> <p>S3: I can analyze the conflict between the</p>

<p>audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.</p>	<p>indentured servants and the enslaved</p> <p>K7: The beginning of the slave route to the New Colonies influenced the development of the United States</p> <p>K8: The conflict between the French, English and Indigenous People</p> <p>K9: The events and conflicts between the colonies and England that led to the revolution against England</p> <p>K10: The events that brought the colonies together as a nation</p> <p>Language Arts/Digital Literacy</p> <p>K11: Reading strategies</p> <p>K12: The writing process</p> <p>K13: Structure of informative/explanatory writing</p> <p>K14: The research process</p> <p>K15: How to be a responsible digital citizen</p> <p>SEL</p> <p>K16: Names for strong feelings</p>	<p>Indigenous People and groups of settlers.</p> <p>S4: I can compare and contrast the various classes of society in the English colonies.</p> <p>Language Arts/Digital Literacy</p> <p>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>S8: I can determine what words and phrases mean in texts relevant to 5th grade topics or subject areas. (RL/RI.4)</p> <p>S9: I can write informational texts about a topic or idea(s). (W.2)</p> <ul style="list-style-type: none"> • I can choose only the details and information related to the topic. • I can organize information into paragraphs and sections with headings. • I can elaborate on my writing through the use of illustrations and multimedia. • I can format my writing with facts, definitions, concrete details, and evidence that is usually in the form of quotations. • I can use linking words, phrases, and clauses along with precise vocabulary and words specific to the domain or topic to explain the topic.
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