

## UNIT 5

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 5th Grade
<b>Unit Title:</b> Early Americans, Exploration, and the Economy		<b>Length of Unit:</b> Approximately 6 weeks
<p><b>Unit Summary:</b> In this unit students deepen their understanding of economic principles and examine how an economic system works using the United States as an example. Students explore the characteristics of market economies and the types of questions economists ask. In addition, the role of government in the economy is introduced as students distinguish between taxing and spending, and consider how the purposes of government influence decisions to tax and spend. Students will examine the causes and consequences of European settlement in North America. Students will read and analyze a wide range of texts. Students will support their analysis of a subject by integrating information from multiple texts to explain relationships and interactions between different groups. Students will use the writing process to ensure that their opinion pieces introduce the topic, state the opinion, logically groups ideas that are supported by facts and details and provide a concluding statement or section related to the opinion.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to independently problem solve.</p>		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS</b>  <b>Priority:</b> <b>Social Sciences:</b> <b>SS.EC.1.5:</b> Analyze why and how individuals, businesses, and nations around the world specialize and trade.  <b>Language Arts:</b> <b>RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Apply an understanding of the geographical themes that influence economic and environmental interactions to interpret the past and its impact on today's world.</b></p> <p><b>TG2: Integrate information from several texts on a single topic to deepen an understanding of the topic, and draw on specific information from text to explain the connections and relationships between events, concepts, or ideas in a text.</b></p>	

<p>on specific details in the text (e.g., how characters interact).</p> <p><b>RI.5.3:</b> Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><b>RI.5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W.5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>A.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p><b>B.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>C.</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<p><b>TG3: Write and digitally publish an opinion piece on a topic or text that draws on reasons and evidence from a variety of relevant and credible sources.</b></p> <table border="1"> <thead> <tr> <th data-bbox="625 293 1283 363">Meaning</th><th data-bbox="1283 293 1944 363"></th></tr> </thead> <tbody> <tr> <td data-bbox="625 363 1283 1419"> <p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> Decisions concerning the allocation and use of economic resources (agricultural and industrial) impact individuals and groups.</p> <p><b>EU2:</b> People move or relocate for a variety of reasons.</p> <p><b>EU3:</b> Decisions concerning the allocation and use of economic resources impact individuals and groups.</p> <p><b>EU4:</b> As people and nations interact, they shape cultural and political institutions in new ways.</p> <p><b>EU5:</b> Text varies in the types and complexity of information provided; information gained from multiple sources can enhance understanding.</p> <p><b>EU6:</b> Effective readers support their analysis/interpretation of text by citing textual</p> </td><td data-bbox="1283 363 1944 1419"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What effect does the economy have on a society? <i>How do economic systems affect my life and the lives of others?</i></p> <p><b>EQ2:</b> How does geography and accessibility of natural resources influence how and where people live?</p> <p><b>EQ3:</b> How does analyzing more than one text help the reader to interpret an author's intent and build knowledge?</p> <p><b>EQ4:</b> How do I convey information accurately? How do I know if the information I researched is reliable and valid?</p> <p><b>EQ5:</b> How can I use the text to support my thinking? <i>Why do readers quote from what they read?</i></p> <p><b>EQ6:</b> How does clarifying the meaning of unknown words help a reader gain understanding of a text?</p> </td></tr> </tbody> </table>	Meaning		<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p><b>EU1:</b> Decisions concerning the allocation and use of economic resources (agricultural and industrial) impact individuals and groups.</p> <p><b>EU2:</b> People move or relocate for a variety of reasons.</p> <p><b>EU3:</b> Decisions concerning the allocation and use of economic resources impact individuals and groups.</p> <p><b>EU4:</b> As people and nations interact, they shape cultural and political institutions in new ways.</p> <p><b>EU5:</b> Text varies in the types and complexity of information provided; information gained from multiple sources can enhance understanding.</p> <p><b>EU6:</b> Effective readers support their analysis/interpretation of text by citing textual</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> What effect does the economy have on a society? <i>How do economic systems affect my life and the lives of others?</i></p> <p><b>EQ2:</b> How does geography and accessibility of natural resources influence how and where people live?</p> <p><b>EQ3:</b> How does analyzing more than one text help the reader to interpret an author's intent and build knowledge?</p> <p><b>EQ4:</b> How do I convey information accurately? How do I know if the information I researched is reliable and valid?</p> <p><b>EQ5:</b> How can I use the text to support my thinking? <i>Why do readers quote from what they read?</i></p> <p><b>EQ6:</b> How does clarifying the meaning of unknown words help a reader gain understanding of a text?</p>
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<p><b>D. Provide a concluding statement or section related to the opinion presented.</b></p> <p><b>W.5.8:</b> 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><b>SEL:</b>  <b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p>	<p>evidence; inferences must be rooted in the text-providing a foundation for understanding.</p> <p><b>EU7:</b> 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><b>EU8:</b> A compelling argument is one that is logically constructed, grounded in fact and appealing to the reader's senses and emotions.</p> <p><b>EU9:</b> Emotions exist for a purpose; developing awareness of thoughts and feelings informs our actions and decision-making.</p>	<p><b>EQ7:</b> How does language in a story help us see what the author is telling us?</p> <p><b>EQ8:</b> What makes a good argument? <i>How are compelling arguments constructed?</i></p> <p><b>EQ9:</b> Why should we be aware of our emotions? <i>How does my behavior affect others?</i></p>
<p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>Supporting:</b>  Social Sciences:  SS.G.2.5: Describe how humans have utilized natural resources in the United States.</p> <p>SS.H.2.5: Use information about historical source-including the maker, date, place of origin, intended</p>	<p><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b>  <b>K2:</b> The difference between agricultural and industry based economies</p> <p><b>K3:</b> The conflict between the French, English and Indigenous People</p>	<p><a href="#">Year-Long English/Spanish "I Can" Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b>  <b>S1:</b> I can describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., language, ideas, beginning and expansion of the slave trade, new agricultural markets).</p>

<p>audience, and purpose-to-judge the extent to which the source is useful or studying a particular topic</p> <p>SS.H.3.5: Explain probable causes and effect of events and developments in U.S. history</p> <p>SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions</p> <p>SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>Language Arts: RL/RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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).</p>	<p><b>K4:</b> Reasons for Indigenous Peoples' settlements include changes in geography and climate</p> <p><b>K5:</b> Reasons for early exploration include resources, land and wealth</p> <p><b>K6:</b> The impact of the Indigenous People and explorers on each other</p> <p><b>K7:</b> How different geographic regions impact settlements, including landforms, climate and previous inhabitants</p> <p><b>K8:</b> Inventions and technological innovations that can lead to migration and exploration</p> <p><b>K9:</b> Explorers, past and present</p> <p><b>Language Arts/Digital Literacy</b> <b>K10:</b> Reading strategies</p> <p><b>K11:</b> The writing process</p> <p><b>K12:</b> How to be a responsible digital citizen</p> <p><b>K13:</b> Research process (citations and bibliography, bias, reliable/unreliable sources)</p> <p><b>K14:</b> The structure of opinion writing (organizational structures such as</p>	<p><b>S2:</b> I can determine reasons for Indigenous People settlements, early exploration and current migration patterns.</p> <p><b>S3:</b> I can read and analyze different accounts and perspectives of events.</p> <p><b>S4:</b> I can analyze historical accounts and documents, and identify the accuracy and dependency of the source.</p> <p><b>S5:</b> I can compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology.</p> <p><b>Language Arts/Digital Literacy</b> <b>S6:</b> I can compare and contrast two or more story elements, drawing on specific details in the text to support my thinking. (RL.5.3)</p> <p><b>S7:</b> I can explain the relationship between people, events/ideas using text information. (RI.3)</p> <p><b>S8:</b> I can compare and contrast how stories, in the same genre, approach similar themes and topics. (RL.9)</p> <p><b>S9:</b> I can integrate information from several texts on the same topic in order to deepen my understanding of the subject. (RI.9)</p>
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	<p>comparing/contrasting, problem/solution, cause/effect, etc.)</p> <p><b>SEL</b> <b>K15:</b> Strategies for problem solving</p>	<p><b>S10:</b> I can write opinion pieces that support a point of view on a topic or text. (W.1)</p> <ul style="list-style-type: none"><li>• I can introduce the text by saying what my opinion is and <i>why</i> by providing reasons supported by facts and details.</li><li>• I can provide supporting details that are grouped to support my purpose.</li><li>• I can choose words, phrases, or clauses to link my opinion and reason.</li><li>• I can write a concluding statement or section that is related to the opinion presented in the introduction.</li></ul> <p><b>S11:</b> I can remember or gather related information from print and digital sources. (W.8)</p> <ul style="list-style-type: none"><li>• I can summarize or paraphrase information in notes and in finished work.</li><li>• I can provide a list of sources.</li></ul> <p><b>S12:</b> I can explain what the text says explicitly by quoting accurately from the text. (RL/RI.1)</p> <p><b>S13:</b> I can provide quotes from the text to support my inferences. (RL/RI.1)</p> <p><b>S14:</b> I can examine how an author provides reasons and evidence to support key points</p>
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		<p>in a text, then identify which reasons or evidence support which ideas or points. (RI.8)</p> <p><b>S15:</b> I can identify the author and title of information in multiple platforms to give credit to my sources. (Info/Dig Lit Goal 1)</p> <p><b>S16:</b> I can recognize author's bias and text limitations. (Info/Dig Lit Goal 2)</p> <p><b>SEL</b></p> <p><b>S17:</b> I can state a problem without blaming anyone.</p> <p><b>S18:</b> I can generate safe and respectful solutions to a problem.</p> <p><b>S19:</b> I can identify consequences of potential solutions.</p> <p><b>S20:</b> I can explain the purpose of making a plan.</p>