Unit 1 - The Land & Early People

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September**
Length: **approx 12 weeks**
Status: **Published**

NCS 5th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 1 - Geography of the United States. Geo = Earth therefore gepgrpahy is the study of Earth's surface and the way people use it.

Chapter 2 - Native American groups that onve liced in different regions of the United States. Geography of each region influences people who live there.

Enduring Understanding

Historians and archaeologists have several theories about the migration of the earliest people to the Americas.

The early American people settled in different regions and survived and flourished because they adapted to their environment.

Native American beliefs about respecting the environment and using resources wisely affected their lives and out lives today.

Cultures borrowed ideas or products from teh early people and improved them.

Cooperation enables people to reach common goals.

Scarcity requires choice.

Essential Questions

Why is the story of the earliest people in the Americas filled with mystery?

How did the environment affect the life ways of the early people?

Why was there so much diversity among the early people?

How do resources and treatment of the environment affect our daily lives?

Why is it important to work together?

Skills

Develop and use a time line

Place major historical events in chronological order

Compare different versions of the same event

Identify the parts of a map

Identify different kinds of maps

Draw a map showing important information

Hypothesize how the past has influenced the present

Identify issues in the past

Compare interests and values of various people

Understand and use latitude and longitude

Learning targets include but not limited to:

Essential vocabulary terms

Early migration theories

Significant events in North America before European contact

People need food, clothing and shelter to live

Tribal groups adapted to their environment and developed different customs and ways of doing things

The development of agriculture resulted in many changes on how people lived

The Iroquois League was an effective way to govern and it strengthened the tribes

The Five Themes of Geography

Activities include but not limited to:

Acrostic poem about heroism,

Informational Text assignments - answer open-ended questions using RACER format

Mini DBQ's - analyze informational text about historical events or documents, answer analytical and critical thinking questions

DBQ's - analyze then respond to an open-ended question based on a document, such as a primary source

Draw a landforms map - label and color code elevation

Perform readers theater

Create a booklet or Google Slides presentation

Develop a time line listing major historical events

Use of graphic organizers

Present conflicting viewpoints of early arrival theories

Trace the path of the first people to arrive in North America using a map

Standards

SOC.6.1.8.A	Civics, Government, and Human Rights
SOC.6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.8.B	Geography, People, and the Environment
SOC.6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.D	History, Culture, and Perspectives
SOC.6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.2.8.A.1.a	Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
SOC.6.2.8.B	Geography, People, and the Environment
SOC.6.2.8.C	Economics, Innovation, and Technology
SOC.6.2.8.D	History, Culture, and Perspectives
SOC.6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

Assessments

DBQ's

Performance Tasks

Chapter and Unit Quizzes and Tests

Assignments, Activities, Homework (if applicable)

Map Skills

Student Participation

Resources/Instructional Materials

Technology - Google Classroom, Google Slides, Google Images, Google Docs, Kahoot, BrainPop, Powtoon, Socrative Space Races, Google videos...

Harcourt Text

United Streaming

CNN

YouTube

Junior Scholastic

Worksheets

Art Supplies

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments,

	freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy
- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.

- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.