Unit 3 - The Thirteen Colonies

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **March**
Length: **approx 12-13 weeks**
Status: **Published**

NCS 5th grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

Chapter 5 - Early settlers in New England and their relationships with neighboring Native Americans

Chapter 6 - Early settlers in the Middle Colonies and their relationships with neighboring Native Americans

Chapter 7 - Early settlers in the Southern colonies and their relationships with neighboring Native Americans

Enduring Understanding

People leave their homes for different reasons

Culture influence the development and way of life of newer groups

Your life depends on where and when you live

Cooperation in solving problems helps groups succeed

People benefit from exchanges

In a market economy, the forces of supply and demand set the pricves at which exchanges take place

Producers supply the marketplace with the goods or services that offer the most profit for the use of their resources

Available resources and technology influence production decisions

Essential Questions

Why might a government today decide to expand its lands?

How would you decide which immigrants should be admitted to our country first?

How do societies today separate people into different groups?

In what situations is the common good more important than individual rights?

How do people decide which goods or services to sell?

Skills

Make a map

Read and understand different kinds of maps

Locate historical data

Summarize the main points in the Mayflower Compact

Distinguish between natural resources, human capital and capital equipment

Respond to open-ended prompts

Analyze documents in DBQ activities

Unit Learning Targets include but not limited to:

Essential vocabulary terms

Significant events during colonial times

Basic economic concepts

The Mayflower Compact was an agreement the Pilgrims entered into voluntarily to make laws for the common good and to obey those laws

Self-rule became an important element of colonial government and the United States government

Geographic features and resources influenced the growth and prosperity of the colonies

The triangular trade route was important to the economy of Britain and the British colonies

Labor (the human effort involved in production) is a valuable resource

Activities include but not limited to:

DBQ's - analyze articles, documents and informational texts

Play historic games

Write and perform a skit

Label a map showing the 13 colonies. Label each region's main products for export

Write a biographical sketch

Cooperative learning groups

Select a cash crop and use a graphic organizer to categorize the resources needed for production

Heritage project - research a country from your heritage, create a presentation including geography, religion, foods, education, gender equality, etc

Standards

SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
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.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
SOC.6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
SOC.6.1.8.C	Economics, Innovation, and Technology
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
SOC.6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

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.