**Q1 ELA/SS**

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| **NC SS Essential Standards:****HISTORY****Essential Standard:****5.H.1 Analyze the chronology of key events in the United States. Concept(s): Conflict, Historical Understanding, Interaction, Compromise****5.H.1.1 Evaluate the relationships between European explorers (French, Spanish and English) and American Indian groups, based on accuracy of historical information (beliefs, fears and leadership).****The student will understand:** • Interactions between different cultural groups can have both positive and negative effects. • Interactions between different cultural groups are often shaped by perception. • The accuracy of historical sources can be evaluated in a variety of ways. **The student will know:** • How European explorers and American Indian groups perceived and interacted with each other. • The impact of trading networks on the relationships between Europeans and indigenous people. • Various historical tools can be used to interpret perspectives and sources. **The student will be able to:** • Assess the validity of a historical source using a variety of interpretive tools.**Key Terminology:** • Historical understanding-requires that students engage in historical reasoning, listen to and read historical stories, narratives, and literature with meaning; think through cause and effect relationships; interview “old-timers” in their communities; analyze documents, photos, historical newspapers, and the records of the past, and construct time lines and historical narratives on their own.**5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.****The student will understand:** • Communities develop distinct identities based upon physical location, the cultural make-up of the population and economic circumstances.**Key Terminology:**• Political Freedom- the right to participate freely in the political process choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly. • Economic Freedom-the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity. • Social organization- the rule-governed relationships of individuals and groups within a society that holds it together.**5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction.****The student will understand:** • Conflict and compromise may drive a nation’s political, social, and economic development. • Strategies may dictate the direction and outcome of wars. • War can transform society.**The student will know:** • Examples of social, political, and economic issues that were a source of conflict and how those issues impacted the development of the United States through Reconstruction. For example: - Social: Slavery, American identity, reform movements, religious movements.- Economic: Slavery, tariffs, taxation, industrialization. - Political: Slavery, nullification, suffrage, citizenship • How epidemics and disease impacted conflict.**Key Terminology:** • Economic development-actions taken to improve the ability of people to more productively use capital, natural and human resources in the production of goods and services. • Political development- the development of institutions, attitudes, and values that form the political power system of a society. • Social development- Pattern or process of change exhibited by individuals resulting from their interaction with other individuals, social institutions, social customs, etc.**5.H.2 Understand the role of prominent figures in shaping the United States. Concept(s): Historical Figures, Founding Fathers, Democracy, Society, Leadership, Collaboration, Rights****5.H.2.3 Compare the changing roles of women and minorities on American society from Pre-Colonial through Reconstruction.****The student will understand:** • Gender and/or ethnicity may limit access to full participation for certain groups within a society. • The rights of individuals and groups within a democratic society can change over time.**The student will know:** • The roles that women and minorities played in the foundation and development of the United States (e.g., Abolitionists, suffragettes, political activists, soldiers, slaves and freedmen, entrepreneurs). • How the rights of individuals changed within the United States over time (e.g., voting rights, equal protection under the law, citizenship, 13th, 14th, 15th Amendments).**GEOGRAPHY AND ENVIRONMENTAL LITERACY****5.G.1 Understand how human activity has and continues to shape the United States. Concept(s): Physical Environment, Human Activity, Immigration, Innovation****5.G.1.1 Explain the impact of the physical environment on early settlements in the New World.****The student will understand:** • Physical environment dictates settlement patterns. • Physical environment can determine the way that people meet basic needs. **The student will know:** • The physical environment includes climate, landforms, soils, hydrology, vegetation and animal life. • How the physical environment impacted settlement patterns and daily life in the New World. For example: The foundings of Jamestown and St. Augustine. **Key Terminology:** • Physical/natural characteristics of place- the natural environment of a place such as water, minerals, land, and timber.**5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.****The student will understand:** • Human activity can modify the physical environment. • Humans are capable of improving and/or exploiting their physical environment. **The student will know:** • Historical examples of positive and negative effects of human activity on the United States. For example: Industrialization, oil spills, nuclear meltdown, dams, national parks.**Key Terminology:** • Human Characteristics of Place- things that humans do to change the environment or natural surroundings (e.g. bridges, roads, and buildings). • Human Environment/Interaction- how people adapt their lives to some environmental conditions; how people protect themselves from cold climates; how people will change their natural environment.**5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).****The student will understand:** • Social, political and economic factors can determine settlement patterns. • People may move to different places as a result of forced or voluntary action. For example: immigration of Africans to the American South, Puritans to New England, Trail of Tears, Highland Scots to North Carolina, Germans and Irish to America, Chinese to the American West Coast.**The student will know:** • Various examples of migration and immigration. • Examples of push and pull factors that lead to migration or immigration. • Examples of societal issues that influenced individual or group decisions to leave or settle in a place. • How political factors, like government stability or instability, influenced settlement patterns. • Ways economic factors, like the availability of jobs or natural resources, influenced settlement patterns. **Key Terminology:** • Push factors- in migration theory, the social, political, economic and environmental forces that drive people from their previous location to search for new ones. • Pull factors- in migration theory, the social, political, economic, and environmental attractions of new areas that draw people away from their previous location.**CULTURE****5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States. Concept(s): Change, Migration, Cultural Diffusion, Region****5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration****The student will understand:** • Diverse groups contribute to the cultural, social, economic and political development of a nation. • Nations and groups are often transformed through internal and external factors. **The student will know:** • Key American Indian groups before and after European exploration.• Aspects of culture and everyday life among American Indian groups prior to European arrival to the Americas. • How culture and everyday life for American Indian groups was altered after Europeans came to America.For example: The Indian Removal Act of 1830, the Trail of Tears, the French and Indian War, the impact of the horse and decimation of the buffalo. **Key Terminology:** • Diversity-variety in culture and ethnic background, race and belief is not only permissible but desirable and beneficial in a pluralistic society. • Cultural diffusion- concerns the spread of culture, and the factors that account for it, such as migrations, trade, communications, and commerce.**5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology****The student will understand:** • Interactions between cultural groups may lead to cultural diffusion. **The student will know:** • Examples of borrowing and sharing of traditions and culture. • Examples of shared traditions and culture that can still be seen in their lives today.**5.C.1.3 Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.****The student will understand:** • Movement of people, goods and ideas can be driven by factors such as a desire for wealth or scarcity of resources. • The movement of goods, ideas and people can transform the culture of a region. • Regions may experience differences in economic growth, political systems and social structures due to geographic and cultural diversity.For example: the 18th century Scots-Irish immigration to the American colonies **The student will know:** • Examples of settlement patterns and how they impacted a region culturally, politically and economically. • Why people move from one region to another within the United States. • Regions are the basic unit of study in geography that have a unifying characteristic (e.g., physical, human and economic) For example: The United States was divided into four distinct regions prior to the Civil War. The Northeast was characterized by its industrial and commercial economy. The Midwest was a rapidly expanding region of yeoman farmers. The Southwest was a booming frontier-like region with an expanding cotton economy. Finally, the South was characterized by the agricultural plantation system. **Key Terminology:** • Movement- the moving of people, ideas, information and products around the world.**5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups****The student will understand:** • Elements of a group’s culture can be expressed in various artistic ways. • Cultural expressions can reveal the values, lifestyles, beliefs and struggles of diverse ethnic groups. **The student will know:** • The historical background of cultural narratives in order to understand the context of those narratives. • Examples of diverse cultural narratives. **Key Terminology:**• Ethnic group |  |

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|  **ABSTRACT CONCEPTS** * Power
* Exploration
* Survival
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|  **GEOGRAPHY*** “Parts of a Map” \* “Globe Lines” \* “The Four Hemispheres” \* “A Map Grid”
* “Lines of Latitude” \* “Map Coordinates” \* “A Robinson Projection Map”
* “A Mercator Projection Map” \* “Picturing North America”
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|  **U.S.A. Studies Weekly*** Week 1: World/U.S. Geography \* Week 5: Spanish and Portuguese Explorers
* Week 2: U.S. States and Regions \* Week 6: English and French Explorers
* Week 3: American Indian Nations \* Week 7: Dividing the New World
* Week 4: How Did It All Begin?
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|  **Books Read At Home:*** *The Cay (144pp.) or Hatchet (192pp.) \* Ninth Ward (217pp.)*
* *Holes (233pp.) \* Escape from Lemoncello’s Library (336pp.)*
* *Gregor the Overlander (311pp.) \*Surviving the Applewhites (240pp.)*
* *(Wait Till Helen Comes) 192pp. \*Night of the Twisters (153pp.)*
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 **Books Read in Class:**

* *The Last of the Really Great Whangdoodles* by Julies Andrews Edwards *(288pp.)*
* *You Wouldn’t Want to be Sick in the 16th Century! Diseases You’d Rather Not Catch* by Kathryn Senior *(35pp.)*
* *You Wouldn’t Want to Be an American Colonist! A Settlement You’d Rather Not Start* by Jacqueline Morley *(35pp.)*
* *Exploring the New World: An Interactive History Adventure* by Melody Herr
* Science Fiction stories

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|  **PROJECTS*** Exploration
* “Shark Tank” Pitch Your Explorer Advertising Campaign
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|  **GRAMMAR*** Nouns/Subjects of Sentences
* Verbs/Predicates of Sentences
* Prepositions
* Correlative Conjunctions (Either/or and Neither/nor)
* Choosing Precise Words (Adjectives)
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|  **READING & WRITING*** Figurative Language (Metaphor, Simile, Onomatopoeia, Hyperbole, Personification, Alliteration)
* Expository Writing (at least 4 Reading Journals, two incorporating events of 9/11 / Constitution Day)
* Expository Informational Essay (Exploration Project)
* Photojournalism Writing (Exploration Project)
* Script Writing (Exploration Project)
* Creative Writing (some prompts like “If the World was made of cheese” & aliens & students choose topics)
* Song Lyric Analyses (from *Whangdoodles* project)
* Power Graph (from *Whangdoodles* project)
* Connections (from *Whangdoodles* project)
* Smart Questions (from *Whangdoodles* project)
* Savant Savvy Sayings (from *Whangdoodles* project)
* Poetry (Sensory & “I am” and other poems)
* Theme
* Author’s Purpose
* Making Inferences & Drawing Conclusions
* Characterization
* Point of View (P.O.V.)
* Quoting accurately from a text
* Context clues
* Choosing Precise Words when writing
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|  **VOCABULARY*** Wordly Wise Units 1-9
* Roots & Prefixes (Non, Mal, Contra, Con/Col/Cor/Com/Co, Ob/Oc/Of/Op, Pro, Per, Circum, Cycl/Cyclo)
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|  **SCIENCE*** Weather (Ms. Bennett teaches)
* Inventions/Discoveries (Explorers: Astrolabe, Caravel, compass, spices’ significance to food preservation, America…)
* Genetics/Cloning/GMOs (*Whangdoodles* book)
* Nobel Prize Winners (*Whangdoodles* book)
* Microscopes (*Whangdoodles* book)
* Flowers & food dye (*Whangdoodles* book)
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|  **ART*** Imagery (*Whangdoodles* book excerpts)
* Hopi Dolls
* Native American Masks
* Pinch or coil clay pots
* Totems
* Age of Exploration art (portraits…) <https://www.csmonitor.com/1991/1017/17121.html>
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|  **MUSIC*** Native American
* Elizabethan Music (harpsichord, organs, ballads…)
* Renaissance Music
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|  **FOOD*** Wodge (*Whangdoodles* book)
* Butternut Squash & apples
* Indian Pudding
* Corn bread/ corn pudding
* Fry bread
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