**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 |
| **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” |
| **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.)* |

**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 | |
| **GRAMMAR**   * Nouns/Subjects of Sentences * Verbs/Predicates of Sentences * Prepositions * Correlative Conjunctions (Either/or and Neither/nor) * Choosing Precise Words (Adjectives) | |
| **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 |
| **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) |
| **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) |
| **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> |
| **MUSIC**   * Native American * Elizabethan Music (harpsichord, organs, ballads…) * Renaissance Music |
| **FOOD**   * Wodge (*Whangdoodles* book) * Butternut Squash & apples * Indian Pudding * Corn bread/ corn pudding * Fry bread |