**Q2 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.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.****The student will understand:** • Geographic challenges are often resolved through technological innovation. **The student will know:**• Types of geographic limitations posed in various regions of the United States.• Examples of technological advances in America through Reconstruction (e.g., cotton gin, John Deere plow, Erie Canal, steam engine, railroad, telegraph and other forms of communication) and how they allowed people to overcome geographic limitations.**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*** Patterns
* Perspective/Perception
* Traditions
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|  **GEOGRAPHY*** “Picturing the World” \* “A Road Map: Montana” \* “The Saint Lawrence Seaway”
* “A Physical Map: Washington” \* “Mountains & Deserts of the U.S.” \* “Waterways of the U.S.”
* \* “A Physical Map: Canada” \* “A Physical Map: Mexico” \* “A Physical Map: South America”
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|  **U.S.A. Studies Weekly*** Week 8: Early English Colonies \* Week 12: Slavery in the Colonies
* Week 9: New England Colonies \* Week 13: Mounting Tensions
* Week 10: Middle Colonies
* Week 11: Southern Colonies
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|  **Books Read At Home:*** *Night of the Twisters (153pp.) \* The Ninth Ward (217pp.)*
* *Maniac Magee (185pp.) \* Rules (200pp.)*
* *Sign of the Beaver (144pp.) \* Inside Out & Back Again (262pp.) \* The Green Book (80pp.)*
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 **Books Read in Class:**

* *The Witch of Blackbird Pond* by Elizabeth George Speare (*249pp.)*
* *You Wouldn’t Want to be a Salem Witch! Bizarre Accusations You’d Rather Not Face (32pp.)*
* *What Were the Salem Witch Trials* by Joan Holub
* *Motel of the Mysteries* by David Macaulay *(96pp.)*
* Nursey Rhymes, Folklore, Legends, Myths
* Shakespeare’s abridged plays & excerpts from original works

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|   **PROJECTS*** Play Writing/Acting
* Public Speaking
* Begin Social Justice Project (ideas formulated & researched, letters sent…)
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|  **GRAMMAR*** Nouns/Subjects of Sentences
* Verbs/Predicates of Sentences
* Prepositions
* Commas to off-set words like yes or no
* Clauses (In contrast, especially)
* 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)
* Personification Story
* Meaning of Life Booklet
* Poetry
* Play Writing
* Song Lyric Analyses
* Summary Writing
* Expository Essay on *The Witch of Blackbird Pond*
* Letter Writing for Social Justice Project
* Narrative Writing & Cautionary Tale
* Mood/Tone
* 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
* Immigration Writing Contest?
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|  **VOCABULARY*** Wordly Wise Units
* Roots & Prefixes (multi, over, mono, dec/deca/deci, mille, -ess, -dom, -ent/-ence/-ency)
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|   **SCIENCE*** Weather
* Inventions/Discoveries :
* Isaac Newton
* Rene Descartes
* 1608 Hans Lippershey invents the first refracting telescope
* 1609 Galileo Galilei invents a telescope that can magnify twenty times
* 1620 earliest human-powered submarine invented by Cornelius Drebbel
* 1624 William Oughtred invents a slide rule
* 1625 Frenchman Jean-Baptiste Denys invents a method for blood transfusion
* 1629 Giovanni Branca invents a steam turbine
* 1636 W. Gascoigne invents the micrometer
* 1642 Frenchmen, Blaise Pascal invents an adding machine
* 1643 Evangelista Torricelli invents the barometer
* 1650 Otto von Guericke invents an air pump
* 1660 Cuckoo clocks made in Furtwangen, Germany
* 1674 Anton Van Leeuwenhoek was the first to see and describe bacteria with a microscope
* 1675 Christian Huygens patents the pocket watch
* 1676 Robert Hooke invents the universal joint
* 1679 Denis Papin invents the pressure cooker
* 1698 Englishmen, Thomas Savery invents a steam pump
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|  **ART*** Hopi Dolls
* Native American Masks
* Native American bead bracelets or arm bands
* Native American Drums, head-dress, woven baskets, painted gourds <http://www.abookintime.com/crafts/projectsamer1600.html>
* Pewter, silver, glass, and textiles for function
* Limners, painters of portraits or miniatures
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|  **MUSIC*** Native American
* African
* Slave work songs
* Moravian
* Pilgrim and Puritan Church Hymns/Psalms
* Banjo
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|  **FOOD*** Middle Colonies, which were known as the “breadbasket colonies” because they grew so many crops, including wheat, barley, oats, rye, and corn. They also raised pumpkins, squash, and beans. In the South, crops grew year round, and there were large plantations and farms that exported corn, vegetables, grain, fruit, and livestock to other colonies. The Colonies also had access to fish and seafood, including cod, halibut, mackerel, tuna, trout, salmon, clams, oysters, lobster, and mussels. They hunted game birds as well.
* Most English settlers in the Colonies ate three meals a day. Breakfast was bread or cornmeal mush and milk with tea. Dinner, the biggest meal, was generally at midday or mid-afternoon and might include one or two meats, vegetables, and a dessert. Supper in the evening was a smaller meal, more like breakfast: perhaps bread and cheese, mush or hasty pudding, or leftovers from the noon meal. For the gentry, supper was a sociable meal and might include hot food like meat or shellfish, such as oysters, in season.
* There was no refrigeration, and hunting was difficult in the harsh winters, so colonists preserved food by salting, smoking, pickling, drying, and making preserves such as jams, marmalades, and syrups. Some of the herbs they used for flavoring included basil, lovage, mint, parley, sage, and dill. They drank coffee, tea, and chocolate drinks. <http://blogs.ancestry.com/cm/2014/07/03/whats-for-dinner-what-your-ancestors-ate-back-in-the-day/>
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