

Overarching Enduring Understandings

Social Studies

American History-1776

5th Grade

- 1. There were multiple reasons for Europeans to settle the new world.**
- 2. The relationship between the colonies and their mother countries, as well as each other, created tension and led to war.**
- 3. Today's government structure and laws began in colonial times.**

Time Frame or # of Days	Unit Title	Priority EALRs /GLEs	Enduring Understandings	Materials/ Resources	Assessment
<p>3-4 wks</p> <p>10-12 wks</p> <p>10 wks</p> <p>6-8 wks</p>	<p>Reasons for Exploration</p> <p>Early Colonization and Settlement</p> <p>Struggle for Independence /Revolutionary War</p> <p>Constitution and Bill of Rights</p>	<p><u>GEOGRAPHY EALRS</u></p> <p>1.1 Use and construct maps, charts, and other resources to gather and interpret geographic information</p> <p>3.1 Identify and examine people’s interaction with and impact on the environment</p> <p>3.1.1a Identify choices individuals have in how they interact with the environment (Human/ Environment Interaction, Region)</p> <p>3.2 Analyze how the environment and environmental changes affect people</p> <p>3.2.1b Describe how people adapt to their environment to meet basic human needs and concerns (Human/ Environment Interaction, Region)</p> <p>3.3.1a Know that people are born into societies that consist of different racial, ethnic, religious, and/or social groups (Location, Region, Place)</p> <p><u>HISTORY EALRS</u></p> <p>1.1 Understand and analyze historical time and chronology</p> <p>1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State history</p> <p>US1.2.1 Describe and compare patterns of life over time in the following historical periods:</p> <ul style="list-style-type: none"> • "Indian" cultures (prehistory to 1492) 	<p>What was the reasoning for exploration into the new world?</p> <ul style="list-style-type: none"> • <i>How was life different from one colony to another?</i> • <i>How did the encounter between native and non-native peoples shape early colonization?</i> • <i>Why were enslaved Africans brought to the colonies</i> <p><i>What values and principles are basic to our democracy?</i></p> <p><i>What is the purpose of the Constitution?</i></p> <p><i>What is the Bill of Rights and why is it important?</i></p> <p><i>What is the legacy of our founding documents?</i></p>	<p>Integration and Collaboration:</p> <p><i>Check with your library media specialists for additional resources and to collaborate on the CBA.</i></p> <p>Writing Forms: Expository and Persuasive</p> <p>Science:</p> <p>General Resources:</p> <p>United Streaming: videos, pictures and more http://www.unitedstreaming.com</p> <p>Electronic Resource(s): OSPI Website: http://www.k12.wa.us/</p> <p>Mead District CBA Resources: http://coldfusion.mead.k12.wa.us/msd/learning_services/cbas.cfm</p> <p>Proquest/E-library: http://portal.bigchalk.com</p>	<p>Req. CBA in Spring</p> <p>Causes of Conflict</p> <p>OPTIONAL CBAs Whose Rules</p> <p>People on the Move</p>

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		<ul style="list-style-type: none"> • Worlds Meet: Western Europe, West Africa, the Americas • Settlement and Colonization (1607-1776) • Revolution and Constitution (1754-1789) <p>1.3 Examine the influence of culture on United States, world, and Washington State history</p> <p>2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict (cross reference with the themes and topics outlined under the United States, world, and Washington State history headings)</p> <p>2.2. Understand how ideas and technological developments influence people, culture, and environment</p> <p>3.2.1a Provide examples of conflict, cooperation, and interdependence among individuals, groups, and nations</p> <p><u>ECONOMICS EALRS</u></p> <p>1.1 Understand that the condition of scarcity requires people to choose among alternatives and bear the consequences of that choice.</p> <p>2.1 Recognize that both buyers and sellers participate in voluntary trade because both expect to gain</p> <p>3.1 Analyze the role of government as participant in an economy through taxation, spending, and policy setting</p> <p>4.1.1a Identify individual rights and the responsibilities they imply and the importance of respecting the rights of others</p>		<p>Nettrekker: http://www.nettrekker.com</p> <p>5 themes site http://www.education-world.com/a_lesson/lesson071.shtml</p> <p>Constitution Webquests http://www.lesd.k12.az.us/PV/specials/media/conindex.html</p> <p>http://www.kn.pacbell.com/wired/fil/pages/webtheconsde.html</p> <p>Jamestown Online Adventure...play along to settle Jamestown.</p> <p>http://www.historyglobe.com/jamestown/</p> <p>Jamestown Today http://www.apva.org/</p> <p>John Smith http://www.enchantedlearning.com/explorers/page/s/smith.shtml</p> <p>Colonial Family and</p>	

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		<p><u>CIVICS EALRS</u></p> <p>1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution, and other foundational documents</p> <p>1.2 Examine key ideals of United States democracy</p> <p>1.2.1a Identify key democratic ideals of U.S. g1.2.1b Identify the traits of responsible citizenship and explain how they contribute to the democratic ideal</p> <p>2.1 Understand and explain the organization of federal, state, and local government including the executive, legislative, and judicial branches at, and among, the three levels of government.</p> <p>2.2 Understand the function and effect of law</p> <p><u>SOCIAL STUDIES SKILLS EALRS</u></p> <p>1.1 Understand and use inquiry and information skills required by citizens in a democratic society</p> <p>2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society</p> <p>3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions</p> <p><u>READING GLES</u></p> <p>Component 2.2 Understand and apply knowledge of text components to comprehend text.</p>		<p>Community Webquest</p> <p>http://www.hfmgv.org/education/smartfun/colonial/intro/index.html</p> <p>Mayflower Information</p> <p>http://www.mayflowerhistory.com/</p>	

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		<p>Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.</p> <p>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p> <p>Component 3.1 Read to learn new information.</p> <p>Component 3.2 Read to perform a task.</p> <p><u>WRITING EALRS</u></p> <ol style="list-style-type: none"> 1. The students and uses the writing process. 2. The student writes in a variety of forms for different audiences and purposes. 3. The student writes clearly and effectively. 4. The student analyzes and evaluates the effectiveness of written work. 			