



Marietta City Schools

District Unit Planner

*Grade 5 Social Studies*

<b>Theme</b>	<i>Unit 2 Integrating Skills in Fifth Grade</i>	<b>Unit duration (Days)</b>	<i>5-10 Days</i>
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### GSE Standards

The lessons in this unit should provide the opportunity for students to experience topics from the GSE as an introduction to the course. The focus is on the Skills, not necessarily content. All units include skills and literacy connections. Refer to the Geographic Understandings GSE for 5th grade for additional guidance when creating teaching and learning opportunities.

#### Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information **Introduced in grade 5**
17. interpret political cartoons **Introduced in grade 5**

#### Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Themes and Enduring Understandings:**

**Location:** The student will understand that location affects a society’s economy, culture, and development. **K-E EU:** The student will understand that where people live matters

**Individuals, Groups and Institutions:** The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences

**K-5 EU:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Technology Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society. **K-5 EU:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.

**Essential Questions**

**Factual—**

What is a graphic scale and how does it identify distance on maps?

How do cardinal and intermediate directions and a number /grid system help locate places on maps?

What are the categories of features (natural, cultural, and political) found on maps?

How do we show features on maps?

What processing skills do 5th grade students need to be able to do for success in 6th grade?

What sites are the best for different types of research activities?

**Inferential—**

How can we use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps?

How do I demonstrate graphic scale to identify distance on maps?

How do I demonstrate using a compass rose to identify cardinal directions?

How do maps explain impact of geography on historical and current events

How do we draw conclusions and make generalizations based on information from maps?

How do maps of the same place at different points in time and from different perspectives determine changes, identify trends, and generalize about human activities?  
 How do we demonstrate understanding and use of information processing skills in a social studies class?  
 How do we determine reliable sources in research?

**Critical Thinking-**

What is similar and different among types of maps (historical, physical, political, resource, product, and economic)?  
 What are similarities and differences among the categories of features found on maps?  
 How do we compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and generalize?  
 Why are Information Processing skills needed to develop an understanding of social studies?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Fact, Opinion Perspective, Trends, Generalization Comparisons Processing Skills Data	Primary vs. Secondary Sources Centuries, Aras, or Ages Social Studies Reference Sources (Almanac, Atlas, Encyclopedia) Compass Rose, Cardinal, Intermediate Directions Graphic Scale Map Features (natural, cultural, and political) Chisholm Trail, Pittsburg, Kitty Hawk NC, Pearl Harbor HA, Montgomery AL, Chicago IL

**Assessments**

**Summative Assessment(s):**

Practice Assessment (not to be used to assess at the end of the unit)  
 Geography and Skills Blueprint and Key  
 Geography and Skills Assessment  
 Terms Dictionary for Geography and Skills (Document to support students with unfamiliar or difficult tier 3 vocabulary)

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their Academic Coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

\* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

Objective or Content	Learning Experiences	Differentiation Considerations
<p><b>Teacher Resources</b> These resources are intended to support teachers with background information</p>	<p><a href="#">Parent Information Letter</a>- edit for school specific information</p> <p>Click <a href="#">here</a> for MCS Instruction Overview Video</p> <p><a href="#">Teacher Notes</a> for this unit</p> <p>Additional unit information may be found at the <a href="#">GADOE GPS Landing Page</a></p>	<p>N/A</p>
<p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>4. distinguish between fact and opinion</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>9. construct charts and tables</li> <li>11. draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> </ol> <p><b>Individuals, Groups, and Institutions:</b> The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p> <p><b>Beliefs and Ideals:</b> The student will understand that people's ideas and feelings influence their decisions</p>	<p><a href="#">What is the best way to remember historical events?</a> Document Based Question (DBQ)</p> <p>Students explore several 9/11 Monuments and answer the analytical question, <i>What is the best way to remember historical events?</i> The activity concludes with students designing a 9/11 memorial of their own.</p> <p>(Note- DBQs are multi-day,SS Inquiry, and ELA integrated learning experiences. Training in DBQ and additional classroom support are provided by the SS Content Coordinator. )</p> <p>* This DBQ may also be used during the Modern History Unit.</p>	<p>Teacher guided instruction with gradual release.</p> <p>Preview Vocabulary prior to teaching.</p> <p>Read aloud and/or analyze documents in small groups.</p> <p>Provide sentence starters for writing.</p> <p>Model document analysis steps.</p>

<p><b>Map and Globe Skills</b></p> <ol style="list-style-type: none"> <li>1. use a compass rose to identify cardinal directions</li> <li>2. use intermediate directions</li> <li>3. use a letter/number grid system to determine location</li> <li>4. compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>5. use graphic scales to determine distances on a map</li> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>7. use a map to explain the impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>9. use latitude and longitude to determine location</li> <li>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> </ol>	<p><a href="#">Maps, Maps and More Maps</a> The GSE introduces Map and globe skills and the majority of information processing in grades K-4, thus much of the skills work should be reviewed. Use the practice skills test to differentiate work for each student.</p>	<p>Provide opportunities for small group instruction. Allow peer-to-peer support and tutoring. Model the skills in small groups.</p>
<p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information <b>Introduced in grade 5</b></li> </ol>	<p><a href="#">Is this for REAL?!?!?</a> Students research a “fake” topic to gain understanding of basic Internet sources and skills</p>	<p>Allow students to work with partners or in small groups. Break the lesson into multiple sessions. Work in guided reading groups. Preview new vocabulary.</p>
<p><b>Information Processing Skills</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>11. draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> </ol>	<p><a href="#">To Use or Not to Use, That is the Question</a> Explore different resources on the same topic to determine reliability of information</p>	<p>Allow students to work with partners or in small groups. Work in guided reading groups. Preview new vocabulary. Create vocabulary cards for the URLs and post for future reference.</p>

<p>16. check for consistency of information <b>Introduced in grade 5</b></p>		
<p><b>Information Processing Skills</b>  1. compare similarities and differences  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context  6. identify and use primary and secondary sources  7. interpret timelines, charts, and tables  12. analyze graphs and diagrams  16. check for consistency of information <b>Introduced in grade 5</b></p> <p><b>Map and Globe Skills</b>  4. compare and contrast the categories of natural, cultural, and political features found on maps  6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps  7. use a map to explain the impact of geography on historical and current events  8. draw conclusions and make generalizations based on information from maps  11. draw conclusions and make generalizations</p>	<p><a href="#">Be a Detective- Using Charts, Diagrams, and Maps</a> Use steps to analyze maps, charts, diagrams and other SS resources.</p>	<p>Provide more guided practice  Work in guided reading groups.  Preview new vocabulary</p>
<p><b>Information Processing</b>  2. organize items chronologically  3. identify issues and/or problems and alternative solutions  4. distinguish between fact and opinion  9. construct charts and tables  13. translate dates into centuries, eras, or ages  14. determine adequacy and/or relevancy of information</p>	<p><a href="#">Cartoons are not just for Saturday morning</a> Introduction to political cartoons.</p>	<p>Analyze all the cartoons as a large group, advanced students can do more on their own.  Use the scaffolded Cartoon Analysis forms.  Preview vocabulary (example caption).  Some students may not be familiar with the funny pages of a newspaper (the guided presentation provides examples).</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>Maps and Globes</i> by Harriett Barton  <i>Keys and Symbols on Maps</i> by Meg Greve</p>		

*Where Do I Live?* by Neil Chesnow

Discovery Education has a full series of videos about US Regions: Search **Regions of the United States**