

Select a Course:	Social Studies Grade 5
Teacher:	CORE Social Studies Grade 5
Course:	Social Studies Grade 5
Year:	2017-18
Months:	- All -

August

Enduring Understandings ✕ Essential Questions ✕ Standards Assessed ✕ Standards Addressed ✕ Knowledge & Skills ✕ Academic Language ✕

September

The Making of a Nation History - Trimester 1 (This unit may cut into trimester 2)

Exploration and Colonies

Enduring Understandings ✕ Essential Questions ✕ Standards Assessed ✕ Standards Addressed ✕ Knowledge & Skills ✕ Academic Language ✕

E Exploration and colonization transformed human history.

E How does the evaluation of past events help us to make future decisions?

Whom do we believe and why?

Are modern civilizations more "civilized" than ancient ones?

IL.SEL.3-5.1.A.2a - Describe a range of emotions and the situations that cause them.

IL.SEL.3-5.1.C.2a - Describe the steps in setting and working toward goal achievement.

RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

SS.H.4.1 - Perspectives ~ Explain connections among historical contexts and why individuals and groups differed in their perspectives during the same historical period.

E SS. H.2.5 Historical Sources and Evidence ~ Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

E SS.G.1.5 Investigate how the cultural and environmental characteristics of places within the United States change over time.

E SS.IS.3-5.1 Constructing Essential Questions ~ Develop essential questions and explain the importance of the questions to self and others.

E SS.IS.3-5.2 Constructing Supporting Questions ~ Create supporting questions to help answer essential questions

E Explain the cause of these important historical events in history.

Use a variety of primary and secondary sources to describe events in the U.S. History.

Create multiple tiered timelines that can be used to show relationships among events and places.

Compare the actions of groups and the difference they made in the lives of others

		<p>SS.H.4.3 - Causation and Argumentation ~ Explain probable causes and effects of events and developments in Illinois history.</p> <p>SS.H.5.3 - Causation and Argumentation ~ Explain probable causes and effects of events and developments in U.S. history.</p> <p>SS.H.5.1 - Change, Continuity, and Context ~ Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>SS.G.5.1 - Human-Environment Interaction ~ Investigate how the cultural and environmental characteristics of places within the United States change over time.</p>	<p>in an inquiry.</p> <p> SS.IS.3-5.3 Determining Helpful Sources ~ Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p> SS.IS.3-5.4 Gathering and Evaluating Sources ~ Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p> SS.IS.3-5.5 Developing Claims and Using Evidence ~ Develop claims using evidence from multiple sources to answer essential questions.</p> <p> SS.IS.3-5.6 Communicating Conclusions ~ Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p> SS.IS.3-5.7 Critiquing Conclusions ~ Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p> SS.IS.3-5.8 Taking Informed Action ~ Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.</p>		
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<p>October</p>	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards Assessed ✕</p>	<p>Standards Addressed ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
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November	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕
December	<p> Civics - How A Nation Works Students will study how a nation works.</p>					
<p>CIVICS - Trimester 2</p>						
	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕
	<p> People develop systems to manage conflict and create order.</p> <p>Conflict Resolution can involve aggression, compromise, cooperation, and change.</p> <p>Democratic societies must balance the rights and responsibilities of individuals for the common good.</p>	<p> How are governments created, structured, and changed? (SS.CV.3.5)</p> <p>How do the structures and functions of government inter-relate? (SS.CV.1.5)</p> <p>Why do we have rules and laws; and what would occur if they did not exist? (SS.CV.2.5)</p> <p>What happens in the absence of government? (SS.CV.2.5)</p> <p>How do different political systems vary in their toleration and encouragement of change? (SS.CV.4.5)</p>	<p>IL.SEL.3-5.2.A.2a - Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>IL.SEL.3-5.2.C.2b - Analyze ways to work effectively in groups.</p> <p>IL.SEL.3-5.2.D.2a - Describe causes and consequences of conflicts.</p> <p>IL.SEL.3-5.3.B.2a - Identify and apply the steps of systematic decision making.</p> <p>W.5.2a - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e - Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e - Provide a conclusion that follows</p>	<p> SS.CV.2.5 Examine the origin and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p> SS.CV.3.5 Compare the origins, functions, and structure of different systems of government.</p> <p> SS.CV.4.5 Explain how policies are developed to address public problems.</p> <p> SS.IS.3-5.1 Constructing Essential Questions ~ Develop essential questions and explain the importance of the questions to self and others.</p> <p> SS.IS.3-5.2 Constructing Supporting Questions ~ Create supporting questions to help answer essential questions in an inquiry.</p> <p> SS.IS.3-5.3 Determining Helpful Sources ~ Determine sources representing multiple points of view that will assist in answering essential questions.</p>	<p> Opposing perspectives relating to power and authority may lead to conflict within and among nations and can result in the development of new governments.</p> <p>Governments are often structured to maintain a balance of power between branches of government for ensuring the basic needs of citizens are met. (Checks-and-balances, Constitution, Elections)</p> <p>Similarities and differences among peoples (ethnicity, culture, language, and religious beliefs) contribute to unity and diversity among nations.</p> <p>There are conditions, actions (including civil disobedience), and motivations that contribute to conflict and cooperation among groups and nations.</p>	<p> TIER 2 origin structure function citizen disobedience society Constitution * provisions</p> <p>TIER 3 Constitution * Civics Legislative Executive Judicial Monarch Parliament Congress Bill of Rights Prime Minister Governor General</p>

			<p>from the narrated experiences or events.</p> <p>SS.CV.5.1 - Civic and Political Institutions ~ Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p>	<p> SS.IS.3-5.4 Gathering and Evaluating Sources ~ Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p> SS.IS.3-5.5 Developing Claims and Using Evidence ~ Develop claims using evidence from multiple sources to answer essential questions.</p> <p> SS.IS.3-5.6 Communicating Conclusions ~ Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p> SS.IS.3-5.7 Critiquing Conclusions ~ Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p> SS.IS.3-5.8 Taking Informed Action ~ Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.</p>		
January	Enduring Understandings 	Essential Questions 	Standards Assessed 	Standards Addressed 	Knowledge & Skills 	Academic Language 
February	Enduring Understandings 	Essential Questions 	Standards Assessed 	Standards Addressed 	Knowledge & Skills 	Academic Language 
March	<p> Social Studies 5th Grade How a Nation Thrives (Economics) This unit can be broken down into two units. Economy and Catastrophic Events.</p> <p>Trimester 3</p>					

Enduring Understandings	Essential Questions	Standards Assessed	Standards Addressed	Knowledge & Skills	Academic Language
<ul style="list-style-type: none">  Students will understand that nations are interdependent.  Students will understand that decisions concerning the use of economic resources impact individuals and groups.  Students will understand that national and international relationships are affected by economic transactions.  Students will understand that interest is the price the borrower pays for using some else's money.  Students will understand that catastrophic events impact the economic stability of a region. 	<ul style="list-style-type: none">  How does interdependence shape our nation and our world's economy?  How do catastrophic events impact the economics stability of a region?  How does scarcity or abundance influence economic decisions? 	<p>IL.SEL.3-5.2.D.2b - Apply constructive approaches in resolving conflicts.</p> <p>IL.SEL.3-5.3.B.2a - Identify and apply the steps of systematic decision making.</p> <p>SS.G.5.3 - Human Population ~ Analyze the effects of specific catastrophic and environmental events as well as technological developments that have impacted our nation and compare to other places.</p> <p>SS.G.5.1 - Human-Environment Interaction ~ Investigate how the cultural and environmental characteristics of places within the United States change over time.</p>	<ul style="list-style-type: none">  SS.EC.3.5 National and Global Economy ~ Determine the ways in which the government pays for the goods and services it provides.  SS.EC.2.5 National and Global Economy ~ Discover how positive incentives (e.g., sale prices and earning money) and negative incentives.  SS.FL. 1.5 Financial Literacy ~ Explain that interest is the price the borrower pays for using someone else's money.  SS.EC.1.5 Exchange and Markets ~ Analyze why and how individuals, businesses, and nations around the world specialize and trade.  SS.IS.3-5.1 Constructing Essential Questions ~ Develop essential questions and explain the importance of the questions to self and others.  SS.IS.3-5.2 Constructing Supporting Questions ~ Create supporting questions to help answer essential questions in an inquiry.  SS.IS.3-5.3 Determining Helpful Sources ~ Determine sources representing multiple points of view that 	<ul style="list-style-type: none">  Demonstrate knowledge of interdependence (trade) of nations.  Discover how individuals, businesses, and nations around the world specialize and trade.  Interpret how people around the United States utilize natural resources.  Determine how the government and individuals pay for goods and services in the United States (interest, banks, loans).  Analyze catastrophic events and their influences on the economy in the United states and compare to other places (natural Disasters, war, terrorism, and technological developments).  Compare developed and developing nations and their economies. 	<ul style="list-style-type: none">  TIER 2: Economics Economy Resource Interdependence Import Export Trade Supply Demand Specialization Developed Nation Developing Nation Interest Catastrophic TIER 3: Barter Natural Resources Human Resources Capital Resources Monetary Trade Capitalism Communism Debt Loan Scarcity Abundance

				<p>will assist in answering essential questions.</p> <p> SS.IS.3-5.4 Gathering and Evaluating Sources ~ Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p> SS.IS.3-5.5 Developing Claims and Using Evidence ~ Develop claims using evidence from multiple sources to answer essential questions.</p> <p> SS.IS.3-5.6 Communicating Conclusions ~ Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p> SS.IS.3-5.7 Critiquing Conclusions ~ Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p> SS.IS.3-5.8 Taking Informed Action ~ Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school</p>		
April	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕
May	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕
	Enduring Understandings ✕	Essential Questions ✕	Standards Assessed ✕	Standards Addressed ✕	Knowledge & Skills ✕	Academic Language ✕

July