

Unit Topic: SettlementsContent: S.S.Grade: 5thDate: September 24- October 19

DAY UNIT	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Task	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/ ?q=node/61 Engagement Cube Cube II (examples)	Vocabulary	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F -Formative S-Summative www.act.org/standard/guides/ explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/ Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1	SS-05-5.2.2 *I can describe the immediate impact of Native Americans on exploration. *I can identify and discuss multiple reasons for exploration	-Alien Bell Ringer -Compare alien invasion to Columbus' "discovery" -T-chart comparing class activity to exploration -Visual discovery of Columbus' landing	PR- students will describe how they would respond to an alien invasion NV- exploration game where students map the classroom	-Alien -Exploration -class discussion activity	-Students will write a reflection of their feelings -Students will analyze a visual text and discuss their feelings	F- Students T-chart from class activity F-Students analyzing visual text		
2 - 3	*I can identify and discuss multiple reasons for exploration	H.A Lesson 4.1 -Students will discover reasons for leaving the old world for the new world -Sunken ship activity with place cards	NV- Students are playing a game to discover reasons for leaving the old world LWO- Students are going to generate and validate each other's ideas PR- Bell ringer: Based on the Native Americans and Native American regions and our exploration introduction, which region would you like to explore and why	-Artifact -Opportunity cost -Archeology -Cash crop -HA 4.1	-Students are writing during the bell ringer -Students are discussing bell ringers with the whole class and discussing in small groups -Students will be reading H.A pgs 39-45	F- Interactive student notebook pages 16-17 S- HA assessment online whole group	S- ability grouping G- journal entry describing why you left for the new world and what opportunities are you missing in the old world	HA assessment
4 - 6	SS-05-2.3.1; SS-05-2.3.2 I can describe how early European Explorers compromised and cooperated with Native Americans. I can describe examples of various conflicts between the colonists and Native Americans. SS-05-5.2.2 I can explain why early settlers came to America. I can compare reasons early settlers came to America to today's immigrants SS-05-5.2.4 I can describe the causes and effects of what happened during the Jamestown Settlement. SS-05-4.3.1 I can explain how landforms and bodies of water influenced early settlements.	Drama "Act-it-Out" in History Alive		Colony Roanoke Settlements Jamestown Plymouth Colonists Tobacco	6.3 Reading History Alive (text-features & non-fiction) Before-During-After reading activities Guided Reading notes activity HA	Foldable/Matrix Exit Slips(/Blog)	Foldable/Matrix	Blog questions (/exit slip)

6 - 7	<p>SS-05-2.3.1; SS-05-2.3.2 I can describe how early European Explorers compromised and cooperated with Native Americans. I can describe examples of various conflicts between the colonists and Native Americans.</p> <p>SS-05-2.2 I can explain why early settlers came to America. I can compare reasons early settlers came to America to today's immigrants</p> <p>SS-05-2.4 I can describe the causes and effects of what happened during the Plymouth Settlement.</p> <p>SS-05-4.3.1 I can explain how landforms and bodies of water influenced early settlements. I can explain how climate influenced early settlements.</p> <p>SS-05-4.4.1 I can give examples of early settlers adapting and modifying their environment.</p> <p>SS-05-5.2.1 I can identify the Mayflower Compact.</p> <p>SS-05-5.1.1 I can describe the Mayflower Compact using it as a primary source. I can use secondary sources to describe different perspectives on the Mayflower Compact.</p>	<p>Squanto 6.4 Mayflower Compact 6.4 colonist 6.4 impact 6.2,3,4 pilgrim 6.4 separatists 6.4</p>	<p>Drama "Act-it-Out" in History Alive</p>		<p>6.4 Reading History Alive (text-features & non-fiction) Before-During- After reading activities Guided Reading notes activity HA</p>	<p>Foldable/Matrix Exit Slips(/Blog)</p>	<p>Foldable/Matrix</p>	<p>Blog questions (/exit slip)</p>
8	<p>SS-05-2.1.1 I can analyze the similarities and differences between the English settlers in early America.</p>		<p>Compare Settlements: Venn Diagram</p>		<p>Venn Diagram</p>	<p>Venn Diagram</p>	<p>1,2,3 circle Venn Diagram</p>	
9 - 1 2			<p>Create Your Own Settlement</p>			<p>Created Settlement (Rubric)</p>	<p>Mixed-ability groups</p>	
7	<p>All content statements (Assessment Day)</p>	<p>Word Sort</p>				<p>HA Quiz</p>		