|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 1: Human Rights**  (10 Weeks) | | Unit one investigates the Human Rights within the Western Hemisphere from the 19th century to the present by exploring the United Nations Universal Declaration of Human Rights. Students will internalize the ideas expressed in the Universal Declaration of Human Rights and examine ways in which those rights affect our local, state, national, and global communities. Through this study students will identify facts and opinions, compare and contrast information, explore different perspectives, and identify basic assumptions and conflicts.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Individual Development and Identity * What factors influence how individuals perceive others and how they are perceived by others? * Individuals, Groups, and Institutions * How can groups and institutions cooperate to bring about positive change? | | | | | | |
|  | | | | | | | | |
| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How can institutions help to meet individual needs and promote the common good? * How have others influenced who I am and who I am becoming? * How do choices I make influence who I am and how others see me? * How do the groups to which I belong influence me, and how do I influence them? * How do civic, educational, governmental, and religious organizations function in our community, state, and nation? | * Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good; * Evaluate how they can express their own identity and work productively with others;   RI 6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   * Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. * Provide logically ordered reasons that are supported by facts and details. * Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). * Provide a concluding statement or section related to the opinion presented. | | | 1. Students will learn the history of Human Rights. 2. Students will be able to define human rights, natural rights, and civil rights. 3. Students will be able to evaluate the extent to which the basic tenants of the UN Declaration of Human Rights apply to them and to other people of the Western Hemisphere. | | 1. International organizations were formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance, 2. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.    1. United Nations Universal Declaration of Human Rights    2. Rights as described by John Locke 3. Concepts such as civil life, politics, and government can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. 4. Civil Rights Movements in the United States and Western Hemisphere    1. Americans with Disabilities    2. American Indian Movement    3. Human rights in Central and South America    4. Human rights and the first nations people of Canada | | 1. Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special. 2. Writing paragraphs that describe relationships between individuals, groups, and institutions; 3. Using computer-based technology and media/communication research, and findings in illustrations or essays about social conflict 4. [Human Rights Presentation embedded Assessment](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%201%20Human%20Rights/Unit%208%20Embedded%20Assessment-%20Human%20Rights.docx) |
| Resources   * [Sample lessons for human rights with resource links](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%201%20Human%20Rights/Human%20Rights%20Unit%20Lessons.doc)   Web Videos   * [UN Declaration of Human Rights](http://www.youtube.com/watch?v=hTlrSYbCbHE) * [Story of Human Rights](http://www.youtube.com/watch?v=oh3BbLk5UIQ)   [Human Rights Definition](http://www.youtube.com/watch?v=kbul3hxYGNU) | | |  | |  | |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 2: Migration and Immigration in the Western Hemisphere**  (10 weeks) | | Unit Two explores migration patterns within and to the Americas, and how cultural diffusion affects personal and collective identities that have shaped our hemisphere. Students will investigate the push-pull geographic, economic, social, and political factors of migration.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Global Connections * What are examples of global connections from the past, and how have these connections changed in more recent years? * Culture * What role do geography, economics, and politics play in the development of cultures and cultural diffusion? | | | | | | |
|  | | | | | | | | |
| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How have different peoples contributed to the cultural diversity of the nations of the Western Hemisphere? * Why do people move (immigration, emigration, and migration)? * What effects do immigration, emigration, and migration have on culture? * How is immigration reflected in poetry and literature? | * Ask and find answers to questions about the connections we have to other people and places around the globe. * Describe the value of both cultural unity and diversity within and across groups * W5.9 Draw evidence from literary or informational text to support analysis reflection and research.   W 5.8 Recall relevant information from experiences.   * Gather relevant information from print and digital sources, * Summarize and paraphrase information in notes and finished work, * Provide a list of sources. * RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. * RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. * RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. * RL5.6.a Recognize and describe how an author’s background and culture affect his or her perspective. * RFS.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. * RFS.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. * L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. * L5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | | | 1. Students will be able to explain push and pull factors. 2. Students will demonstrate knowledge of the effects of movement on culture. 3. Students will be able to give examples immigration and migration as shown in poetry | | 1. Connections and exchanges exist between and among peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological. 2. Push/Pull Factors    1. Forced migration    2. Forced migration    3. Famine    4. Religious freedom    5. Economic opportunity       1. Urbanization       2. Westward expansion 3. The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.    1. Cultural diffusion between immigrant groups and new culture.    2. Consequences of movement 4. Modern day immigration debate | | 1. Students will write a letter or journal entry about their experiences as an immigrant. 2. Students will background knowledge to analyze two poems about immigration. 3. Students will write an expository essay discussing the similarities between immigration and migration |
| Resources   * **Leveled Readers**: * A Nation of Immigrants * A Nation of Nations * **Scott Foresman Text** * Migration to Americas (p. 54-59) * Voyages of Columbus (p. 134-136) * Immigration (p. 142-145) * New Americans (p. 568-571) * When Jessie Came Across the Sea by Amy Herst | | | * **History Alive (Red Kit)** * Colonial Williamsburg Chapter 9 (p. 113-127) * Manifest Destiny and Settling the West Chapter 16 (p. 215-230) | | * **Books** * If Your Name was Changed at Ellis Island by Ellen Levine * Immigrant Kids by Russell Freedman * If You Traveled West in a Covered Wagon by Ellen Levine * West by Covered Wagon by Dorothy Hinshaw Patent * Sing Down the Moon by Scott O’Dell * I Was Dreaming to Come to America: Memoirs from the Ellis Island Oral History Project by Rudolph Giuliani * When Jessie Came Across the Sea by Amy Herst | | * **Web links** * [Poem from Angel Island](http://www.eduplace.com/ss/hmss/4/unit/act4.1blm.html) * [Poetry on the Barrack Walls](http://www.aiisf.org/history/poetry) * [Differing Viewpoints on Immigration Poems](http://www.poets.net/2008/08/classic-poetry-two-immigration-poems.html) * [A Poem About Immigration](http://authspot.com/poetry/immigrant-poem/) * [I Still Have a Dream](http://www.billdahl.net/poems/i-still-have-a-dream/) * **SharePoint Resources** * [The Forefather Arrives](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Forms/AllItems.aspx?RootFolder=%2fsites%2fRochester%20Curriculum%2fSocial%20Studies%2fGrade%205%2fUnit%202%20Migration%20and%20Immigration&View=%7bECEDD122%2dABF4%2d4FDE%2d923B%2d151573CEA37A%7d) | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 3: Influence of Geography on Culture**  (10 Weeks) | | Unit One explores the influence of geography on cultures through case studies of select Native American peoples including the Anasazi, Aztec, Nimi'ipuu (Nez Perce'), Wyandot (Huron), and Taino. Students will analyze the information they collect by making comparisons among the five cultures. Students will begin to understand the relationship between culture and meeting basic human needs. This unit will support the continued development of basic geographic literacy through the use of a variety of tools such as maps, satellite imagery, graphs, and photographs. Students will explore the connections among geography, people, and culture by reading a variety of texts and applying the following comprehension strategies: activate prior knowledge, make predictions, ask questions, and make connections and inferences, draw conclusions, synthesize information, visualize, and determine importance.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Culture * How do cultures solve common problems related to food, shelter, and social interactions? * People, Places, and Environments: * How do human actions change the environment, and how does the environment influence the lives of people? | | | | | | |
|  | | | | | | | | |
| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What is culture? * What are the elements of culture? * What does culture look like? * What are the physical and human characteristics of the Western Hemisphere? * How do the beliefs, values, and behaviors of a group of people help the group meet its needs and solve problems? * Why do people change the environment, and how does the environment influence human activity? | * Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns * Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies; * RI 3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. * W 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | 1. Students will be able to locate and identify key geographic elements of the Western Hemisphere. 2. Students will identify and explain the 7 elements of culture. 3. Students will identify the similarities and differences of the cultures of native groups of the Western Hemisphere. 4. Students will be able to demonstrate an understanding of the relationship between humans and the environment. 5. Students will make connections between the present and cultures of the past. | | 1. Political boundaries change over time and place. 2. Different geological processes shaped the physical environments of the United States, Canada, and Latin America. 3. Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.    1. Elements of Culture: grouping of people, customs, language, religion, government, and economics.    2. Cultures of Anasazi, Aztec, Nimi'ipuu (Nez Perce'), Wyandot (Huron), and Taino 4. The physical and human characteristics of places in the United States, Canada, and Latin America today. 5. Geography of Southeastern Canada, Midwestern US, Mexico, and the Caribbean | | 1. Students will conduct a cultural case study through the perspective of the Peoples of the Western Hemisphere.  This should be an on-going project, where the students gather information over the course of the nine weeks.  During the final week, the students will complete their case studies by presenting oral reports about the native groups. |
| Resources  **SharePoint Resources**   * Recognizing Bodies of Land on a Map * Recognizing Bodies of Water on a Map * Learning About River Systems | | | * Identifying Natural Features on a Political Map * Finding Landforms and Elevations * Recognizing Hemispheres on a Globe * Understanding Latitude and Longitude * Using Latitude and Longitude on a Globe * Using Latitude and Longitude on a Globe * Glossary * Physical and Human Characteristics * What Is a Region? * Describing Location | | **Canada & Latin America**  **[Houghton Mifflin Social Studies]**   * Western Hemisphere Physical Geography * Western Hemisphere: Political * North America: Physical * North America: Political * South America: Physical * South America: Political * Glossary * Taking Your Camera To Canada [Steck-Vaughn] by Ted Park * Canada Map | | * Canada Provinces and Territories * Canada Population of Providences and Territories * Canada Capital Cities   **Passport to Latin America and Canada**  **[Scott Foresman]**   * Early Life in Canada * Coexistence in Canada | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 4: Revolutions in the Americas**  (10 Weeks) | | Unit four investigates how and why people work together to change their government and way of life. Students will investigate the American Revolution, the Haitian Revolution, and the Mexican Revolution to define the values, beliefs, and principles of constitutional democracy. Students will analyze a variety of texts and apply the following comprehension strategies: activate prior knowledge, make predictions, ask questions, make connections and inferences, draw conclusions, synthesize, visualize, and determine importance. Students will research and enhance their listening and speaking skills through presentations of important historical figures and groups that have made significant contributions to the development of Latin America and the United States.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Civic Ideals and Practices * How are civic ideals translated into practice? * Power, Authority, and Governance * What is authority and how is the scope of authority determined? | | | | | | |
|  | | | | | | | | |
| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What makes a person a revolutionary? * How do revolutions extend rights to a greater number of people? * How did the American Revolution influence the people of the Western Hemisphere? * How are power, authority, and governments alike and different across groups and nations? | * The ways in which governments meet the needs and wants of citizens * Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories * RI 9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. * W 9 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | | | 1. Students will explain several reasons why a person or group would become revolutionary. 2. Students will be able to use the Haitian Revolution as a case study for why people work at great risk to change their government. 3. Students will understand the importance of legal and founding documents. 4. Students will understand that revolution can lead to the formation of a new nation. 5. Students will explain how the American Revolution influenced other revolutions in the Western Hemisphere. | | 1. Important historic figures and groups have made significant contributions to the development of Latin America, and the United States.    1. Toussaint L’Overature    2. Founding Fathers    3. Natural Rights 2. The roles of citizenship are defined by different constitutions in the Western Hemisphere. Governmental structures vary from place to place, as do the structure and functions of governments in the United States, Canada, and Latin American countries today.    1. Parliamentary v US System    2. Dictatorship 3. Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. | | 1. Students will research revolutionary leaders of the Americas and what they stand for by writing letters, or brief position statements to: describe an issue, actions to address it, and reasons for supporting a particular position over others. 2. Students will create a living wax museum where they will represent characters from the American, Haitian revolutions. 3. Students will complete a comparative DBQ between the American and Haitian Revolutions. |
| SharePoint Resources   * [Revolution Teacher’s Guide](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%204%20Revolutions%20in%20the%20Americas/Revolution-Teachers-Guide.pdf) * [Revolution Vocabulary](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%204%20Revolutions%20in%20the%20Americas/Teacher%20Vocabulary%20Guide%20for%20Revolutions.docx) * [Books available on Destiny](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%204%20Revolutions%20in%20the%20Americas/Immigrant%20Books.docx) | | |  | | DBQs   * [American Revolution DBQ (pp 33-40)](http://s000s01sps/C4/Social%20Studies/Test%20Library/5th%20Grade/Grade%205%20DBQ%20Practice%20Book.pdf) * [American Revolution](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%204%20Revolutions%20in%20the%20Americas/Unit%205%20American%20Revolution%20DBQ.docx) * [Draft Revolutions Comparative](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%205/Unit%204%20Revolutions%20in%20the%20Americas/Haitian%20DBQ.docx) | |  | |