

SAMPLE - 5th GRADE YEARLY OVERVIEW FOR SOCIAL STUDIES & SCIENCE

FIRST QUARTER		SECOND QUARTER	
SOCIAL STUDIES:	Explorers; Colonial America	SOCIAL STUDIES:	American Revolution
SCIENCE:	Earth/Space Science	SCIENCE:	Life Science—changes in organisms
<p>Content Connections: The focus this quarter is to examine North America through a series of progressions in its development from a pristine, uninhabited land to a highly complex blend of many cultures. Students will understand that weather has daily and seasonal patterns which affect the environment including air, water, rocks, and soil.</p>		<p>Content Connections: The focus of this quarter is to examine the survival of American ideals during the Revolutionary Period and the survival of species as changes occur in their environment.</p>	
<p>CONCEPT: PROGRESSION Progression is the process of examining each stage, position, or era in its position along a continuum, such as a timeline.</p>		<p>CONCEPT: SURVIVAL Survival is the act of succeeding and keeping alive against all odds. Survival involves the capacity to continue to live and endure despite challenging conditions. Understanding survival allows us to know and understand how to face challenges and make changes in order to continue life.</p>	
TOPIC 1:	Visitors Move In!	TOPIC 1:	Fighting for Ideals!
TOPIC 2:	People Count!	TOPIC 2:	Surviving Against all Odds!

THIRD QUARTER		FOURTH QUARTER	
SOCIAL STUDIES:	Federalist Period	SOCIAL STUDIES:	Expansion of United States; Growth and Progress of a nation
SCIENCE:	Physical Science—transfer of energy	SCIENCE:	Physical Science - matter
<p>Content Connections: The focus of this quarter is to examine the transfer of power and energy. Power can be transferred from individuals and government to other individuals and government. Energy and power can be transferred from one medium to another.</p>		<p>Content Connections: The focus of this quarter is to examine the process growth as it relates to the physical expansion of the United States, the expansion of industry, and the expansion of the understanding of individual rights. The growth of the United States and industry can be largely attributed to the understanding of physical properties. Inventors were able to create, modify, and adapt to improve production.</p>	
<p>CONCEPT: CHANGE Change is what occurs when something is altered or made different. Understanding change helps us recognize differences and variations around us.</p>		<p>CONCEPT: GROWTH Growth is the development of knowledge, individuals, and societies over time. It can be observed, described, and measured. Understanding growth helps us develop the skills of initiative, flexibility and problem solving.</p>	
TOPIC 1:	Developing the Framework!	TOPIC 1:	Moving Forward!
TOPIC 2:	Transformers!	TOPIC 2:	Characterize and Identify!

FIRST QUARTER	
SOCIAL STUDIES:	Early Exploration and Colonization
SCIENCE:	Earth/Space Science
OVERVIEW: The focus this quarter is to examine North America through a series of progressions in its development from a pristine, uninhabited land to a highly complex blend of many cultures. Students learn that weather has daily and seasonal patterns which affect the environment (air, water, rocks, and soil).	
TOPIC 1:	Visitors Move In
TOPIC 2:	People Count
CONCEPT: PROGRESSION - Progression is the process of examining each stage, position, or era in its position along a continuum, such as a timeline.	
Possible Learning Experiences for Developing Conceptual Understanding	
Throughout the unit, the teacher should help the students make the connection to the concept of progression .	
<ul style="list-style-type: none"> Encourage students to bring pictures of themselves from different ages, make a timeline, and track the notable progression. If pictures are not available, look at previous school yearbooks. Look at the changes in Tulsa using the following website which has pictures from the history of Tulsa from when it was a tent town to now. Students could create a timeline and track progression. http://www.rootsweb.com/~oktulsa2/photogallery/index.html Chart and graph the progression of the sun, plant growth, daily temperature, sunrise, and sunset. 	
TOPIC #1: Visitors Move In - Standards Addressed:	
Standard 1: The student will develop and demonstrate the process skills of social studies. 📖	
1.1	Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.
*1.2	Construct timelines form significant events in United States history.
Standard 7: The student will review and strengthen geographic skills.	
7.1	Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS) encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies.
7.2	Construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms.
New Social Studies Standards to be addressed in this topic:	
Standard 2: The student will describe the early exploration of America.	
2.1	Examine the reasons for, the problems faced, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de Leon, Magellan, Coronado, Cortes, Hudson, Raleigh, and La Salle) and the competition for control of North America.
2.2	Identify the impact of the encounter between Native Americans and Europeans.
Standard 7: The student will review and strengthen geographic skills.	
7.3	Evaluate how the physical environment affects humans and how humans modify their physical environment.
New Science standards to be addressed in this topic:	
Standard 3: Structure of Earth and the Solar System - Interaction between air, water, rock/soil, and all living things.	
3.1	Soil consists of weathered rocks and decomposed organic material from dead plants, animals, and bacteria. Soils are often found in layers.
3.2	Weather exhibits daily and seasonal patterns (i.e., air temperature, cloud type, wind direction, wind speed, and precipitation).
Essential Understandings:	
1.	There are many reasons that Europeans explored new lands including search for wealth and competition. (SS 2.1, 1.1, 1.2, 7.1, 7.2)
2.	The explorers landed on the shores of North America, encountering and affecting the Native Americans living there. (SS 2.2, 1.1, 1.2, 7.1, 7.2)
3.	The environment affected the location and development of settlements. Some of the influential factors are weather patterns and soil composition. (S 3.1, 3.2; SS 7.2, 7.3)

Topic #1: Visitors Move In

Cross Curricular Connections			
ART		TECHNOLOGY (Reflects National Education Technology Standards – NETS)	
3.5	Demonstrate a basic knowledge of media, techniques and processes in: <u>Painting</u> – Media: tempera, watercolor, oil, and acrylic Processes: wet-on-wet, wet-on-dry, wash, resist, sponge. <u>Sculpture or Architecture</u> Media: paper, papier-mâché, clay, plaster, cardboard, wood, found objects, beads, sand, wire Processes: carving, constructing, and assembling. <u>Drawing</u> Media: pencils, colored pencils, markers, chalks, crayons, oil-pastels – Processes: sketching, contour line, hatching, crosshatching. <u>Fiber Arts</u> Media: cloth, yarn, ribbon, found objects, paper, and rope – Processes – weaving, stitchery, braiding, and basketry.	<p><u>NETS Standard 1: Basic Operations and Concepts</u></p> <ul style="list-style-type: none"> • Students demonstrate a sound understanding of the nature and operation of technology systems. • Students are proficient in the use of technology. <p><u>POWERPOINT</u> National Educational Technology (NETS) Standards 3 and 4</p> <p><u>NETS Standard 3: Technology productivity tools:</u></p> <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works. <p><u>NETS Standard 4: Technology communication tools:</u></p> <ul style="list-style-type: none"> • Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. • Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. <p><u>EXCEL</u> National Educational Technology (NETS) Standard 6</p> <p><u>NETS Standard 6: Technology problem-solving and decision-making tools:</u></p> <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world. 	
3.3	Demonstrate safe and proper use, care, and storage of media, materials, and equipment.		
4.2	Demonstrate respect for their work and the work of others.		
4.3	Demonstrate thoughtfulness and care in completion of artworks		
MUSIC			
Standard 2	Music History and Culture – The student will recognize the development of music from an historical and cultural perspective		
HYSICAL EDUCATION / HEALTH & WELLNESS			
<p>To be added...</p>			
COMMUNITY GUIDELINES & LIFESKILLS			
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content;"> For learning experiences refer to TRIBES book, <i>Tools for Citizenship & Life</i>, and/or Teacher Resources page of TPS website. </div>		<ul style="list-style-type: none"> • Mutual Respect • Attentive Listening • Friendship 	<ul style="list-style-type: none"> • Organization • Resourcefulness •
		<ul style="list-style-type: none"> • Curiosity • Cooperation • Perseverance 	
ESSENTIAL UNDERSTANDINGS			
1. There are many reasons that Europeans explored new lands including search for wealth and competition.		(SS 2.1, 1.1, 1.2, 7.1, 7.2)	
2. The explorers landed on the shores of North America encountering and affecting the Native Americans living there.		(SS 2.2, 1.1, 1.2, 7.1, 7.2)	
3. The environment affects the location and development of settlements. Some of the influential factors are weather patterns and soil composition.		(S 3.1, 3.2; SS 7.2, 7.3)	

Possible Learning Experiences for Guided Practice / Independent Practice / Small Group Work

Emotional Hook/Engagement-----Common Group Experience-----Real World Involvement

- Brainstorm why people explore, predict reasons people explored the Americas, vote on most common reason they explored the Americas. (KWL chart) Students and teacher will refer to the chart throughout the unit.
- Students will create a science “explorers” notebook. First they will explore the area around the school illustrating and describing native plants, soil, animals, and other resources found on the school grounds. After their exploration, students will determine the “ideal” location to build a home and justify their choice.

- After students have created a science “explorers” notebook, they will research the area where early explorers landed. Students will journal the same as if they were one of the early explorers. Students will complete an attribute chart listing features of the soil including but not limited to hardness, color, rocks, insects, moisture, and texture. Students will follow up with a comparative attribute chart of the soil samples provided by the OSU Extension office or purchased from a gardening supply center
- The students will pretend to be an explorer writing a persuasive letter to the King or Queen of a particular European country asking for an audience to meet with them about funding and resources needed to explore the Americas. They will role-play scenes where the explorer meets with the King and/or Queen to ask for help.
- Create a map of explorers and their journeys to the Americas noting the country they represent and the time of the exploration
- The students will set the stage for a talk show. The special guests will be a panel of famous early explorers. Audience members and the host ask questions of the explorers. Questions should be written on chart paper before beginning. A video camera can be used to film the talk show using a student as a videographer, and a CD player with music to introduce the show as well as end the talk show can be used, giving another role to a student.
- Students will create a weather station to collect data and notice weather patterns. Use the following website to access a guide to create a weather station in your classroom. <http://sln.fi.edu/weather/todo/todo.html>
- The students will input weather data on a spreadsheet and then create a graph. <http://standards.nctm.org/document/eexamples/chap5/5.5/part2.htm>
- The National Geographic XPeditions Marcopolo website offers many lesson plans about weather and climate.
- Students will create a dance to express their understanding of wind and weather patterns. <http://artsedge.kennedy-center.org/content/2241/>
- Refer to the following website to find Ferdinand Magellan’s route as he sailed around the world from 1519-1522. <http://www.enchantedlearning.com/explorers/printouts/m/magellan.shtml>
- Create a daily log as one of the famous explorers noting weather conditions and navigational location (longitude & latitude) throughout your journey.

- Ask students to write a paragraph about what they think the people were like who lived in the Americas before the explorers came. How do you think they felt about the explorers who came to their land? *Morning Girl* by Michael Dorris is a suggested historical fiction book that tells a story of a young girl and her family living on an island that encounters visitors. Discuss the perspective of the Native Americans when explorers came.
- Divide class into groups. Each group will investigate a different explorer and create a large timeline for the class. As a group, students will find information about an explorer and write their findings on a chart similar to the one below:

Who?	From?	To?	Why?	Encounter with Native Americans

- Create a map showing the route the explorer took from the old world to the new world, identify artifacts or important discoveries, and discuss the relationships with Native Americans. Refer to Unit 2 of Harcourt Brace Early United States.
- Develop a class timeline for Age of Exploration – the timeline should have dates and events. This could be displayed as a bulletin board visual timeline (refer to Harcourt Brace *Early United States* Teacher’s Edition p. 112E.) Students can develop and present the information to classmates. Another option is to use yarn and clip events in order on the yarn. To help students create a timeline in Microsoft, go to <http://www.microsoft.com/Education/CreateTimeline.aspx>
- Create a class pictograph or histogram to show why explorers came to the new world.

‡ - Columbus	‡ -Coronado	
competition	Wealth	trade route

Resources/Materials

OSU Extension Office – soil samples, various plants
Overhead projector
Pre-made Journals or student created journals

Plants
Access to Reference Materials
Video camera
Graph paper

Art materials
CD player
Computer with Internet access
Maps

BOOKS/VIDEOS/WEBSITES

Textbook : *Early United States*
Harcourt Brace
Social Studies

Trade books

1. NATIVE AMERICANS
2. Morning Girl by Michael Dorris
3. Welcome to Kaya's World, 1764: Growing up in a Native American Homeland (The American Girls Collection) by Dottie Raymer

Below is a list of children's books which can be checked out from the Tulsa County Libraries.

EXPLORERS

1. Around the World in a Hundred Years: From Henry the Navigator to Magellan by Jean Fritz & Anthony Bacon Venti
2. Magellan: A Voyage Around the World by Fiona MacDonald & Mark Bergin
3. Magellan and Da Gama: To the Far East and Beyond by William Jay Jacobs
4. Ferdinand Magellan: and the First Voyage Around the World by Jim Gallagher
5. Ferdinand Magellan by Jon Noonan & Yoshi Miyake
6. Magellan and Da Gama: To the Far East and Beyond by Clint Twist
7. LaSalle and the Explorers of the Mississippi by Tony Coulter & William H. Goetzmann
8. LaSalle and the Discovery of the Great West by Francis Parkman & Jon Krakauer
9. Coronado's Golden Quest by Haley Alex and Mike Eagle
10. Francisco Coronado and the Exploration of the American Southwest by Hal Marcovitz
11. Hernando Cortes and the Conquest of Mexico (Explorers of the New World) by Gina de Angelis
12. Columbus & Cortez: Conquerors for Christ by John Eidsmore
13. Christopher Columbus by Jan Gleiter
14. Christopher Columbus by Stephen Krensky & Norman Green
15. In 1492 by Jean Marzollo and Steve Bjorkman

16. Three Ships for Columbus by Eve Spencer and Tom Sperling
17. Christopher Columbus: Navigator to the New World by Isaac Asimov
18. If You Were There in 1492 by Barbara Brenner
19. Young Christopher Columbus: Discoverer of New Worlds by Eric Carpenter and John Himmelman
20. Westward With Columbus by John Dyson & Peter Christopher
21. The European Rediscovery of America by Kelly Wittman

VIDEOS - The following videos can be checked out from the Video library at Fulton.

EXPLORERS

1. English, French and Dutch Explorations (1995) Social Studies 2.1
2. Europe Explores the Americas, Northern Voyages and Settlements (1991) Social Studies 2.1
3. Europe Explores the Americas, Southern Voyages and Settlements (1991) Social Studies 2.1

WEATHER

1. Take a Look 1: Seasons (1994) Science 3.2
2. Water and Weather (1987) Science 3.2
3. Weather Fundamentals: Climate + Seasons (1998) Science 3.2
4. The Wonderful Weather Machine (1983) Science 3.2
5. Exploring Weather, Climate, and Seasons (1998) Science 3.2
6. The Changing Seasons (1994) Science 3.2
7. Bill Nye. Earth's Seasons/Climates (1996) Science 3.2
8. Eyewitness Living Earth Series – Weather (1996) Science 3.2

SOIL

1. What do Plants Need to Live (1989) Science 3.1
2. The Fragile Soil (1987) Science 3.1
3. Erosion and Weathering: Looking at the Land (19--) Science 3.1
4. How Weather and other Forces Change the Earth: Rocks and Soil (1993) Science 3.1 & 3.2

SOLAR SYSTEM

1. Bill Nye. The Sun/the Planets (1996) Science 3.3
2. Exploring our Solar System (1990) Science 3.3
3. Eyewitness Discovery Series – Planets (1996) Science 3.3
4. The Magic School Bus Gets Lost in Space (1995) Science 3.3

MAPPING & GRAPHING

Ob serving, Recording, Mapping, and Graphing (1987) Social Studies 7.1, 7.2

Websites

Most of the following websites mention the relationship between the explorers and the Native Americans

EXPLORERS

1. This website links to information about many different explorers:
<http://www.enchantedlearning.com/explorers/indexc.shtml>
2. The following site is about La Salle and the establishment of the fur trade with the Iroquois.
3. http://www.museum.state.il.us/muslink/nat_amer/post/htmls/hi_fur.html
4. This is a site about the expedition of Cortez and the destruction of the Aztec Empire
<http://www.zum.de/whkmla/military/16cen/cortez15191521.html>
5. Below is a link to a letter written to a student to explain information about Cortez.:
<http://www.rice.edu/armadillo/Projects/cortez.html>
6. This is a site discussing Coronado and his encounter with the Zuni:
http://www.pbs.org/weta/thewest/people/a_c/coronado.htm
7. The following website is an interactive site about Henry Hudson: http://www.pbs.org/wnet/newyork/laic/episode1/topic1/e1_t1_s1-hh.html

Assessment Opportunities

- Rubrics for student presentations – find a ready-made one or create one from a template at <http://rubistar.4teachers.org/index.php>
- Review the daily observation log.
- Rate the timeline using a rubric that includes categories for accuracy, clarity, and neatness, etc.
- Grade the letters to the King/Queen for correctness with language and content, letter format, accuracy, and persuasiveness.
- Grade participation in the “Interview.” Some categories could be question development (relevancy, format); answering format (completeness and accuracy)

Teacher Notes: