The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 5th Social Studies Course.

5ᵗʰ Grade Social Studies - Unit 1 – Connecting Themes	
Elaborated Unit Focus	This unit is designed to introduce students to the eight themes that will feature prominently in Fifth Grade Social Studies. Activities will focus on relating beliefs and ideals; conflict and change; individuals, groups, institutions; location; movement/migration; production, distribution, consumption; scarcity; and technological innovations to students. By the end of the unit, students should demonstrate that they are comfortable with the enduring understandings and can apply them to practical, everyday situations.
Connection to Connecting Theme/Enduing Understandings	Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society. K-5 EU: The student will understand that people's ideas and feelings influence their decisions. • How do the beliefs and ideals of a society influence the social, political, and economic decisions of that society? • How does our school's belief statement affect the decisions teachers and students make? • How does the school's belief statement enhance my personal learning? • How do my own beliefs influence the decisions I make? Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result. K-5 EU: The student will understand that conflict causes change. • How does conflict lead to change within societies? • How do we resolve conflict within our school and classroom? • How do we resolve conflicts when we're at home? • How can conflict lead to positive changes? • How can conflict lead to negative changes? Individuals, Groups, 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. • How do the actions of individuals, groups, and/or institutions affect myself? • How do the actions of individuals, groups, and/or institutions affect others in the society?

	Location: The student will understand that location affects a society's economy, culture, and development.
	K-5 EU: The student will understand that where people live matters.
	• How does location affect society's economy, culture, and development?
	Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.
	K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.
	• How are societies affected by the movement or migration of people and ideas?
	• Why do people move to new places?
	• How do people change when they move to a new place?
	Production, Distribution, and Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
	K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.
	• How do societies decide what goods and services to produce, distribute, and consume?
	• Why are those goods and services important to that community?
	K-5 EU: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
	• Why can't we all have everything we want?
	• How does scarcity affect our everyday lives?
	Technological 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.
	• How does technology change society?
	• What is technology?
	• What are the positive and negative consequences of technology?
	• How does the technology in our classroom influence the way we learn?
	• How does technology affect the way we live our lives when we are not as school?
GSE for Social Studies	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.

GSE for ELA/Science/Math	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Connection to Social Studies Matrices (information processing and/or map and globe skills)	Information Processing Skills: • identify issues and/or problems and alternative solutions • draw conclusions and make generalizations • construct charts and tables

Essential Questions and Related Supporting/Guiding Questions

Essential Question 1	1. How can Social Studies themes be found in my everyday life?
	    a. How do I experience the connecting themes at school and in my community?
	    b. What are the different Social Studies themes and why are they important?
	    c. How will these connecting themes be detected in the different units we will study this year?

Sample Instructional Activities/Assessments
Beliefs and Ideals

Description –

1. Have students discuss the school's vision and beliefs as a class

2. Discuss the meaning of each part and the reason why the school has a belief statement

3. Move to small groups to create a list of their own beliefs about learning. For example, "We believe that if we work hard, we will learn what we need to know to do well in 5th grade and beyond."

4. Once students have had time to create lists in small groups, create a class chart of the ideas.

5. Using this chart, students should identify the most important ideas and use these ideas to compose a class belief statement. This should be displayed in the classroom for the rest of the year.

6. Students should then write about the contents of the class belief statement and how that will affect their decisions over the course of the year.

GSE Standards and Elements	This unit is designed to teach the themes used in the course. There are no standards and elements for this introductory unit.
Literacy Standards **Social Studies Matrices** **Enduring Understanding(s)**	Information Processing Skills: • identify issues and/or problems and alternative solutions

Conflict and Change
Description –

1. Read a picture book or short story in which characters experience an interpersonal conflict.
2. After reading the book, discuss the events that lead up to the conflict, how the conflict was resolved, and how the characters changed as a result of the conflict
3. Break students into small groups and give them one of the attached conflict scenarios to role play for the class
4. The first time they role play the situation, they should show a negative change as a result of the conflict. For example, students who are arguing over playground equipment might choose to get rid of the equipment completely to resolve the conflict.
5. Students should role play the same situation again, but this time, they should show a positive change as a result of the conflict. For example, students who are arguing over playground equipment might choose to organize team sports so that everyone can use the equipment together.
6. Create a class chart and complete the chart as students role play their situations for the class
7. Allow students to share their own experiences from school or home in which a conflict led to a positive or negative change
8. Add these examples to the chart

File below

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Conflict Cards

It's time to form groups to work on a project. The teacher said you can make groups of 2 or 3, but no more. You quickly rush to join your two best friends because you know you work very well together. You glance up and see another friend looking very sad without a partner. What will you do?	At recess, a big group of kids have gathered to play kickball. A few kids who don't usually play have joined teams, too. One of these students comes up to kick and trips over the ball as it comes to him. What will you do?
You're just about to leave the bathroom when your best friend comes in. He says his brother told him about a prank some kids played in middle school. They took the toilet paper off the rolls and threw it all over the bathroom. They didn't get caught, but all the rest of the kids know they did it and think it was really funny. He wants to do the same thing now. What will you do?	The class is working on a watercolor project. Your table has four sets of watercolors. Most of them are old and all the colors have run together, but one set is brand new. Everyday, one student at your table grabs all the watercolors and finds the new one, then puts the rest back on the table for everyone else. What will you do?
When it's time to line up for lunch, your best friend always cuts in line to stand by you. He talks to you the whole way down the hall and sometimes you get in trouble for it. What will you do?	Three girls from your Girl Scout troop are in your class. They're your good friends, but two of them have gotten into a big fight and aren't talking to each other anymore. They have both asked you to stop being friends with the other girl. What will you do?
Your class has one kickball and a few jump ropes for students to share during recess. Everyday when you go outside, the same students grab the equipment leaving everyone else with nothing to do. What will you do?	You are the last one to come back from art class. When you sit down at your desk, you realize that your brand new mechanical pencil is gone. You search everywhere and can't find it. Later on, you realize that the student sitting behind you is using the same kind of pencil. You ask him about it, but he says it is his. What will you do?

Individuals, Groups, and Institutions

Description –

1. List the following words up on the board: individuals, groups, and institutions.

2. Have students brainstorm individuals, groups, or institutions that they know of from their experience.

3. Write down the examples for each word, so that students can have examples of each one.

4. Hand out the attached sheet on the impact of individuals, groups, and institutions on themselves and on others.

5. Afterward, have the students partner up or get into small groups to share their answers with each other.

6. To wrap up, have students decide which word (individuals, groups, or institutions) have the biggest impact on them and share reasons for this impact.

Differentiation:

Allow for oral instead of written answers

File below

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Literacy Standards Social Studies Matrices Enduring Understanding(s)	Information Processing Skills: • draw conclusions and make generalizations • construct charts and tables

Name: Date:

Individuals I know (family members, friends, etc…)	How they make an impact on me	How they make an impact on others

Groups I know (girl/boy scouts, team, church group, etc…)	How they make an impact on me	How they make an impact on others

Institutions I know (schools, city gov., federal gov.)	How they make an impact on me	How they make an impact on others

Location
Description – 1. Have students brainstorm a location that many of the students have been to before or have knowledge of, for example - a beach. 2. Have students think of ways that a town on the beach is different from the location where they live. 3. Record responses on chart paper or the board as an example for the class. 4. Hand out the location sheet and have students try to brainstorm other locations they have been to and determine the differences, and why those differences occur. 5. Have students share their answers in pairs or small groups. 6. Put the following words up on the board: economy, culture, climate, geography, other. 7. Have students give some examples of differences of other locations or why they are different and try to determine which category the difference would go under. 8. Have students write a brief response to the following question: "How does location affect a society?"   **File below**

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Literacy Standards **Social Studies Matrices** **Enduring Understanding(s)**	Information Processing Skills: • draw conclusions and make generalizations • construct charts and tables

Name: Date:

Location

Place I have visited	How was it different from my location?	Why were there differences from my location?

Movement/Migration
Description –   1. Ask students if they have ever moved or if they know of anyone who has moved.   2. Ask them why they moved or the person they know moved.   3. Chart the answers to create a list of why people move.   4. Next have students think of a skill or talent that they have.   5. Have students write down what would happen if they moved and took that skill or talent to a new place.   6. Also ask how their previous community would be affected by it not having that skill or talent around.   7. Have students share answers with each other.

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Production, Distribution, and Consumption
Description –   1. Write the following words on the board: production, distribution, consumption.   2. Have students brainstorm an example, phrase, or word that describes those words.   3. Review the students' examples, so the class gets a better idea of the terms. You may also want to create a class definition of each of the terms.   4. Give the students an example to show them how they are going to be filling out the attached sheet.   5. Pick something that can be produced in most of the communities around your school. An example might be pizza.   6. Create a chart like the one that students will be filling out and add pizza to the first column.   7. Next ask students how the pizza gets distributed (servers, delivery drivers.)   8. Then ask who consumes the pizza (me, my family, other people.)   9. Finally ask students what does that tell you about your community (they value food, people may be busy and not have time to make their own food, people have jobs and have earned money to purchase pizza, etc…)   10. Next hand out the attached sheets and have students think about other things that are produced in the community.   11. Have students share answers with each other and the class.   **File below**

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Name: Date:

Production, Distribution, and Consumption

Something that is produced in my community	How is it distributed to people?	Who consumes it?	What does this mean for my community?

Pick two things that are produced in your community and describe what would change if those items were produced somewhere else?

1. _____

_____

_____

2. _____

_____

_____

Scarcity
Description –

1. Ask students to examine the definition of scarcity and brainstorm an example of scarcity from their own lives. Share these together.
2. Read aloud the book, *Bringing the Rain to Kapiti Plain* by Verna Aardema and ask students what part scarcity plays in this story. How does this character address the issue of scarcity?
3. Ask students to look for other picture books or stories that illustrate the concept of scarcity. Some that they might mention are *The Lorax* by Dr. Seuss, *The Little House* by Virginia Lee Burton, *Fly Away Home* by Eve Bunting, *The Mitten* by Jan Brett, and others. You could group students and have each group read one book together and then design a quick skit of scarcity in action within the story. They could present the skit to their classmates and have them determine how scarcity is being illustrated.

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Technological Innovation

Description –

4. Have students create a list of technology that is available to them in the class or school.

5. Once they have identified the different technologies in the room, have them identify the positive and negative effects of the technologies, using the attached graphic organizer.

6. Have the students share their answers with each other.

7. The teacher can write down some of the answers to create a class chart.

Differentiation:

Allow students to work in with partners.

File below

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Name: Date:

Technology

Technology	Positive Effect	Negative Effect