

Unit One Plan

Grade: 5	Content Area: Social Studies	Course Name: U.S. History to 1800
Unit 1: Indigenous Societies in Early America (The beginning of European Contact)	Description of Course: During this unit students will learn the history of Native Americans, Causes and effects of early European exploration, and early European settlements of North America.	Approximate Time Needed: 15-20 class periods, depending on time allotted for social studies instruction.

Learning Targets	Assessments	Instructional Considerations	Instructional Approach	Resources
1.1 I can...describe traits, attributes, and daily life of pre-Columbian societies in the Americas before 1500. 1.2 I can...identify why Europeans wanted to explore other lands from the late 1500's to the mid-1700's. 1.3 I can...describe interactions among Europeans, Africans and the indigenous peoples of North America. 1.4 I can...compare and contrast the lives of the English, French, and Spanish colonies. 1.5 I can...explain	<p><u>Pre-Assessments:</u> None specifically, up to individual instructors to determine which assessments work with the needs of their students.</p> <p><u>Formative Assessments:</u> Indicated in activities</p> <p><u>Benchmark Assessment:</u></p>	<p><u>Student Background Knowledge:</u> In grades K-4 students learned concepts having to do with historical inquiry as well as human interactions among different cultures and groups of individuals from various parts of the world. Students were also introduced to the idea of how past events connect to, change, and lead to the next over time. All of these concepts and skills will help the students in this unit.</p> <p><u>Essential Questions:</u> 1. What were North American and Mesoamerican societies like before the arrival of Europeans? 2.What motivated Europeans to explore other lands? 3.What were positive and negative impacts of interactions of people from different parts of the world during this time of colonization and settlement? 4. What were the similarities & differences among the Spanish, French, & British patterns of colonization in North America?</p>	<p>Click the link below to get the lesson plan: Lesson Plan for Unit 1</p> <p><u>Cross-Content Integration:</u> ELA Standard 5.2.7.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (This will be completed in the upcoming European explorer project.)</p> <p>ELA Standard 5.2.3.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical</p>	<p><u>Web Resources:</u> included in each individual lesson</p> <p><u>Research:</u> included in each individual lesson</p> <p><u>Technology Resources:</u> necessary to have access to word processing tools such as Microsoft Word, Google Docs, or Pages</p> <p><u>Community Resources:</u> School and/or neighborhood libraries</p>

what an era is		<p>5.What constitutes an era?</p> <p><u>Academic Language:</u> describe, identify, compare and contrast, explain</p> <p><u>Content Specific Language:</u> Unit Glossary</p>	<p>text based on specific information in the text. (Columbian Exchange lesson and activities)</p>	
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