

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): GDOE 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude.		
Lesson Overview: The focus of this lesson is to be able to successfully use maps, globes, and identify parallels of latitude, and meridian of longitude.	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> • Use maps and globes • Identify parallels of latitude, and meridian of longitude 	
Vocabulary: maps, globes, latitude, meridians, longitude	Focus Question(s): Why are maps and globes important in traveling? What are latitudes and longitude needed for?	

Description of Lesson (Including Instructional Strategies):**Anticipatory Set:**

Teacher will ask students randomly to come to the board and locate an area on the map. Areas can differ from continents, body of water, or specific countries and/or states of America.

DAY 1

- Teacher will divide students into groups of 4-5 students and ask, "Why are maps or globes important to us?" Students will be given 4-5 minutes to list at least 5 reasons why maps and globes are important. After the time is up, each group will have a reporter come up to present their reasons.
- Teacher will discuss the importance of maps/globes, who uses it, and how to use it.

Day 2

- Teacher will discuss the difference and similarities of maps used by navigators in the ancient times and maps used today.
- Teacher will ask, "How are they used today versus how they were used by, for example, by Magellan or Columbus?"

Day 3 & 4

- Teacher will review maps and/or globes and its importance
- Introduce latitude and longitude and its usage.
- Practice locating different areas in the maps using latitude and longitude.

Day 5

- Teacher will review the importance of maps, globes, latitude, and longitude.
- Have students reflect on what they have learned during the week through a KWL Chart.
- Students will reflect back on what they (K)now, what they (W)ant to know, and importantly, what they have (L)earned.

Closure

Teacher will ask random students at the end of the lesson to say what stuck to them the most.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.3a-e Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. GDOE 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude.		
Lesson Overview: The focus of this lesson is to be able to successfully use maps, globes, and identify parallels of latitude, and meridian of longitude.	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> • Use maps and globes • Identify parallels of latitude, and meridian of longitude 	
Vocabulary: maps, globes, latitude, meridians, longitude	Focus Question(s): Why are maps and globes important in traveling? What are latitudes and longitude needed for?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students about places they have traveled to or wish they can visit and have them locate it on a world map or globe.

DAY 1

- Teacher will review latitude and longitude lines with students to serve as a refresher for previous week's lesson. Students will then be put in collaborative groups of 4-5 to discuss the importance and benefits of latitude and longitude lines.
- Students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.

Day 2

- Teacher will discuss how latitude and longitude lines are beneficial when traveling and locating specific areas of interest. (i.e. Locating the Eiffel Tower.)
- Teacher will discuss how latitude and longitude may serve as a means for tracking movement of objects on a map (Teacher may apply to everyday life using previous storm tracking as reference.)

Day 3 & 4

- Teacher will review maps and/or globes and its importance in relation to lines of latitude and longitude.
- Practice locating different areas in the maps using latitude and longitude. *Project : teacher may refer back to passing storm and have students find daily coordinates of storm during the week leading to closest approach. In groups of 5, students are assigned a specific day of the week to illustrate their storm coordinates on a map of the pacific.

Day 5

- Teacher will review the importance of maps, globes, latitude, and longitude.
- Have students reflect on what they have learned during the week through a KWL Chart.
- Students will reflect back on what they (K)now, what they (W)ant to know, and importantly, what they have (L)earned.

Closure

Teacher will ask random students at the end of the lesson to say what stuck to them the most.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. GDOE 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude. 5.5.1 and 5.5.2: Economics: Students learn about the concepts of production, distribution, and consumption of goods and resources.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about the concepts of production, distribution and consumption of goods and resources.	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> • explain the differences in resources with 70% accuracy. • write a summary of 4 out of 5 economic terms (production, distribution, consumption, scarcity, opportunity cost) with 80% accuracy. 	
Vocabulary: capital resource, natural resource, human resource, production, distribution, consumption, scarcity , opportunity cost, conservation	Focus Question(s): What are resources needed for? How are Natural, Human and Capital Resources connected in the production of goods and services?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students about some of the things they use in ever day life. Teacher will then ask students if any of the items they named are produced on Guam.

DAY 1

- Teacher will put students in collaborative groups of 4-5 to brainstorm and discuss about what resources are.
- Students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.
- Teacher will introduce related vocabulary words for students to define.

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups.
- Students will explore, sort and categorize Natural, Human and Capital Resources into a 3-circle Venn Diagram. The students will then identify connections between the three types of Resources, by matching appropriate resources and writing and illustrating to show the connections between them.

Day 3

- Teacher will give examples of local companies on Guam like the Guam cookies, clothing, etc.
- Students will then join their peers in collaborative working groups to discuss and choose a product that they may produce, distribute, and or consume. A. Company name and Product B. Explain product and how it will be distributed. C. Discuss scarcity and opportunity cost D. Marketing/ advertising chant or slogan E. Who the consumers are and why they will buy the product.

Day 4

- Students will present their products to class.

Day 5

- Teacher will give a lesson summary and vocabulary quiz.

Closure

Teacher will ask random students at the end of the lesson to say what stuck to them the most.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. GDOE 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude. 5.5.1 and 5.5.2: Economics: Students learn about the concepts of production, distribution, and consumption of goods and resources.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about the concepts of production, distribution and consumption of goods and resources.	Lesson Objective(s): I CAN STATEMENTS In this lesson, students will be able to <ul style="list-style-type: none"> • explain the differences in resources with 70% accuracy. • write a summary of 4 out of 5 economic terms (production, distribution, consumption, scarcity, opportunity cost) with 80% accuracy. 	
Vocabulary: capital resource, natural resource, human resource, production, distribution, consumption, scarcity , opportunity cost, conservation	Focus Question(s): What are resources needed for? How are Natural, Human and Capital Resources connected in the production of goods and services?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students about some of the things they use in ever day life. Teacher will then ask students if any of the items they named are produced on Guam.

DAY 1

- Teacher will put students in collaborative groups of 4-5 to brainstorm and discuss about what resources are.
- Students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.
- Teacher will introduce related vocabulary words for students to define.

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups.
- Students will explore, sort and categorize Natural, Human and Capital Resources into a 3-circle Venn Diagram. The students will then identify connections between the three types of Resources, by matching appropriate resources and writing and illustrating to show the connections between them.

Day 3

- Teacher will give examples of local companies on Guam like the Guam cookies, clothing, etc.
- Students will then join their peers in collaborative working groups to discuss and choose a product that they may produce, distribute, and or consume. A. Company name and Product B. Explain product and how it will be distributed. C. Discuss scarcity and opportunity cost D. Marketing/ advertising chant or slogan E. Who the consumers are and why they will buy the product.

Day 4

- Students will present their products to class.

Day 5

- Teacher will give a lesson summary and vocabulary quiz.

Closure

Teacher will ask random students at the end of the lesson to say what stuck to them the most.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions

- RWE Chart

- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 reading standards to informational texts. GDOE 5.2.1 Sequence time lines of historical events studied. 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude. 5.2.4 Describe the 3 major pre-columbian civilizations that existed in Central and South America, including their political structures, religious practices, use of slaves, and reasons for their decline.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about how people first came to the Americas.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • summarize how people first came to the Americas • describe two important civilizations that developed in North America • describe how geography influenced the lives of American Indians 	
Vocabulary: Archaeology, Artifacts, Culture, Geography, Society	Focus Question(s): How did geography play a role in influencing the lives of American Indians?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students to write about what they would do if they and their families discovered a new land.

DAY 1

- Teacher will have students write about what they would do if they discovered a new land.
- Students will then pair up and "*think pair share*" their thoughts with each other. The students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.
- Teacher will introduce related vocabulary words for students to define. Students will read aloud Ch.2, Lesson 1-2

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups to describe two important civilizations that developed in North America
- Class discussion with question and answer.

Day 3

- Teacher will review lessons 1 and 2 pages 36 - 49
- Students will check over work.

Day 4

- In collaborative groups of 4 to 5, the students will create a timeline, highlighting important historical events in the Americas, on butcher paper.

Day 5

- Students will present their timelines to the class.

Closure

Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 reading standards to informational texts. GDOE 5.2.1 Sequence time lines of historical events studied. 5.3.1 - Use maps, globes, parallels of latitude, and meridian of longitude. 5.2.4 Describe the 3 major pre-columbian civilizations that existed in Central and South America, including their political structures, religious practices, use of slaves, and reasons for their decline.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about how people first came to the Americas.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • summarize how people first came to the Americas • describe two important civilizations that developed in North America • describe how geography influenced the lives of American Indians 	
Vocabulary: Archaeology, Artifacts, Culture, Geography, Society	Focus Question(s): How did geography play a role in influencing the lives of American Indians?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students to write about what they would do if they and their families discovered a new land.

DAY 1

- Teacher will have students write about what they would do if they discovered a new land.
- Students will then pair up and "*think pair share*" their thoughts with each other. The students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.
- Teacher will introduce related vocabulary words for students to define. Students will read aloud Ch.2, Lesson 1-2

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups to describe two important civilizations that developed in North America
- Class discussion with question and answer.

Day 3

- Teacher will review lessons 1 and 2 pages 36 - 49
- Students will check over work.

Day 4

- In collaborative groups of 4 to 5, the students will create a timeline, highlighting important historical events in the Americas, on butcher paper.

Day 5

- Students will present their timelines to the class.

Closure

Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. GDOE 5.2.2 Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. 5.2.5 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about how people first came to the Americas.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • explain how the geography of the Eastern Woodlands influenced the lives of American Indians. • describe the culture of the Haudenosaunee 	
Vocabulary: Archaeology, Artifacts, Culture, Geography, Society	Focus Question(s): How did geography play a role in influencing the lives of American Indians?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students about how they dress for tropical weather and have them compare how other cultures dress in relation to their geographic location around the world.

DAY 1

- Teacher will have students write about what they would do if they moved to a different geographic location in the world other than tropical. Students will explain how they will adapt to their new environment.
- Students will then pair up and "*think pair share*" their thoughts with each other. The students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups to describe how the different Indian settlements have adapted to different areas in North and Central America.
- In cooperative learning groups, Students are to explain how individual tribes have adapted and survived in their settlements throughout different regions after crossing the land bridge.
- Students will then choose a tribe and highlight their cultures and different ways of living through poster illustrations.

Day 3

- Teacher will review vocabulary
- Students will present their posters to the class. Students may then compare and contrast the similarities and differences between tribes and draw conclusions as to how the environment in which they settled has affected their way of life.

Closure

Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. GDOE 5.2.2 Observe and identify details in cartoons, photographs, charts, and graphs relating to a historical narrative. 5.2.5 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about how people first came to the Americas.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • explain how the geography of the Eastern Woodlands influenced the lives of American Indians. • describe the culture of the Haudenosaunee 	
Vocabulary: Archaeology, Artifacts, Culture, Geography, Society	Focus Question(s): How did geography play a role in influencing the lives of American Indians?	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students about how they dress for tropical weather and have them compare how other cultures dress in relation to their geographic location around the world.

DAY 1

- Teacher will have students write about what they would do if they moved to a different geographic location in the world other than tropical. Students will explain how they will adapt to their new environment.
- Students will then pair up and "*think pair share*" their thoughts with each other. The students will then present their thoughts on discussion topic to the class and take note of similarities and differences in student opinion.

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups to describe how the different Indian settlements have adapted to different areas in North and Central America.
- In cooperative learning groups, Students are to explain how individual tribes have adapted and survived in their settlements throughout different regions after crossing the land bridge.
- Students will then choose a tribe and highlight their cultures and different ways of living through poster illustrations.

Day 3

- Teacher will review vocabulary
- Students will present their posters to the class. Students may then compare and contrast the similarities and differences between tribes and draw conclusions as to how the environment in which they settled has affected their way of life.

Closure

Teacher will ask random students at the end of the lesson how they think the events in Early America have shaped life in modern times.

Guided Practice

- Oral Questioning
- Graphic Organizers

Formative Assessments

- Cues and Questions
- KWL Chart
- Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

Content: Social Studies	Grade/Course: 5th	Timeline: 1 week (45 minutes each)
Standard(s): CCSS 5.W.9b Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply grade 5 reading standards to informational texts. GDOE 5.2.5 Explain why trade routes to Asia had been closed in the 15th century and trace the voyages of at least four of the explorers listed below. Describe what each explorer sought when he began his journey; what he found; and how his discoveries changed the image of the world, especially the maps used by explorers.		
Lesson Overview: The focus of this lesson is to be able to successfully learn about early European exploration.	Lesson Objective(s): In this lesson, students will be able to <ul style="list-style-type: none"> • Identify early European explorations, including Magellan's voyage • Describe and evaluate the significance of Columbus's voyages to the Americas • summarize the achievement of early Portuguese exploration around Africa • Describe new ideas in Europe and their effects on exploration 	
Vocabulary:	Focus Question(s): What role did early European explorers play in shaping modern civilization.	

Description of Lesson (Including Instructional Strategies):
Anticipatory Set:

Teacher will ask students how they would feel if a foreign invaders one day showed up on the shores of Guam. What would they do when they start walking on our shores. How do you think the explorers felt as they stepped foot on their newly discovered land. Emphasize on the two different perspectives of the explorers and the natives.

DAY 1

- Teacher will have students read page 17-18 Ch. 3 Age of exploration Lesson 2 New Ideas in Europe. Introduce vocabulary. Teacher will then have students write a short essay explaining how they imagine life would be if Christopher Columbus had not discovered the Americas.

Day 2

- Teacher will review vocabulary with class then place students in cooperative learning groups to discuss and share their thoughts on how different, if at all, life would be if America wasn't discovered by Columbus.
 - In cooperative learning groups, Students will discuss the European ideas and how it affected exploration in the 1400's. Students will then make model replicas of the ships used in early exploration (i.e. Nina, Pinta and Santa Maria)

Day 3

- Teacher will review vocabulary
 - Students will read Lesson 3: Europeans arrive in the Americas.
 - Project - Have students complete models of ships and present to class.

Closure

Teacher will ask random students at the end of the lesson how they think European exploration shaped modern civilization.

Guided Practice

- Oral Questioning
 - Graphic Organizers

Formative Assessments

- Cues and Questions
 - KWL Chart
 - Reflection Time

Accommodations/Modifications

- One-to-One , Simplified Directions, Peer Tutoring

