

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><b>1. National Geography Standards: The World in Spatial Terms</b></p> <p>1.1 Knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information. <b>Standard #1</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>1.1.1 Knows and can identify the regions of:</p> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> <p>1.1.2 Knows and understands the characteristics, functions, and applications, e.g. title, legend, cardinal and intermediate directions, scale, latitude, parallels meridians of:</p> <ul style="list-style-type: none"> <li>maps</li> <li>globes</li> </ul> <p>1.1.3 Makes and uses:</p> <ul style="list-style-type: none"> <li>maps</li> <li>globes</li> <li>graphs</li> <li>charts</li> <li>models</li> </ul> <p>1.1.4 Understands the relative advantages and disadvantages of using:</p> <ul style="list-style-type: none"> <li>maps</li> <li>globes</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li><a href="#">Transparencies</a></li> <li><a href="#">Scott Foresman anthology and trade books</a></li> <li><a href="#">HMS Book Closet</a></li> <li><a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Interviews</p> <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p>Oral presentations, e.g. speech, news broadcast</p> <p>Research project, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p><b>1. National Geography Standards: The World in Spatial Terms</b></p> <p>1.2 Uses mental maps to organize information about people, places, and environments in a spatial context.</p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 5 (5-6)-1b</li> </ul> <p>1.2.1 Understands the distribution of major physical and human features at different scales (local to global) e.g. mark major continents, largest cities, historic sites on a map</p> <p>1.2.2 Translates mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g. draw sketch</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition:           <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

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<p><b>Standard #2</b></p>	<p>maps of different regions and compare them with atlas maps for accuracy</p> <p>1.2.3 <b>Locates where different nations are in the world in relation to the U.S. C &amp; G 5 (5-6)-1b</b></p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li><b>Responsive Classroom books</b> <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:           <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies:           <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Fruyer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)           <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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<p>1. National Geography Standards: The World in Spatial Terms</p> <p>1.3 How to analyze the spatial organization of people, places, and environments on Earth's surface. <b>Standard #3</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>1.3.1 Uses the elements of space to describe spatial patterns; <i>analyze distribution maps to discover phenomena (resources, terrain, climate, water) that are related to the distribution of people.</i></p> <p>1.3.2 Uses spatial concepts to explain spatial structure, <i>e.g. develop timelines, maps, and graphs to determine how changing transportation and communication technology has affected relationships between places.</i></p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li><a href="#">Transparencies</a></li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books               <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:           <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies;</li> </ul>

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		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><u>School library resources</u></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> <ul style="list-style-type: none"> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p><b>2. National Geography Standards: Places and Regions</b></p> <p>2.1 The physical and human characteristics of places. <b>Standard #4</b></p>	<p><b>For the regions/continents studied, the student</b></p> <p><b>GSE:</b></p> <p>2.1.1 Understands how different physical processes shape places, e.g. effects of agriculture on changing land use and vegetation, relationship of population distribution to landforms, climate, vegetation or resources</p> <p>2.1.2 Recognizes how different human groups alter places in distinctive ways.</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition: <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>2. National Geography Standards: Places and Regions</p> <p>2.1 That people create regions to interpret Earth's complexity. <b>Standard #5</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>2.2.1 Can identify the characteristics of the regions e.g.</p> <ul style="list-style-type: none"> <li>• landforms</li> <li>• climate</li> <li>• vegetation</li> <li>• wildlife</li> <li>• shopping</li> <li>• housing</li> <li>• manufacturing</li> <li>• religion</li> <li>• language</li> </ul> <p>2.2.2 Can compare and contrast characteristics of different regions.</p> <p>2.2.3 Understands the elements and types of regions, e.g. give examples of regions at different spatial scales: hemispheres, regions within continents, countries and cities.</p> <p>2.2.4 Explains how and why regions change, e.g. show maps and other graphics to show change over time and its effects on places, i.e. change in the Aral Sea</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> <li>• cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>• <a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>• Africa</li> <li>• East Asia</li> <li>• West Asia</li> <li>• Europe and Russia</li> <li>• Oceania and Antarctica</li> </ul> </li> <li>• <a href="#">National Geographic Map Essentials, grade 5</a></li> <li>• <a href="#">National Geographic Continental videos</a></li> <li>• <a href="#">Amazing Continent books</a></li> <li>• <a href="#">Time for Kids Magazine</a></li> <li>• <a href="#">National Geographic Picture Book Overhead</a></li> <li>• <a href="#">Transparencies</a></li> <li>• <a href="#">Scott Foresman anthology and trade books</a></li> <li>• <a href="#">HMS Book Closet</a></li> <li>• <a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li>○ <a href="#">Morning Meeting</a></li> <li>○ <a href="#">Level I Workbook</a></li> <li>○ <a href="#">The First Six Weeks of School</a></li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LCD projectors</a></li> <li>• <a href="#">Computer lab</a></li> <li>• <a href="#">www.unitedstreaming.com</a></li> <li>• <a href="#">www.ride.ri.gov/instruction/curriculum</a></li> <li>• <a href="#">www.nationalgeographic.com</a></li> <li>• <a href="#">www.timeforkids.com</a></li> <li>• <a href="#">www.scholasticnews.com</a></li> <li>• <a href="#">www.epals.com</a></li> <li>• <a href="#">www.hawaii.edu/hqa/standard/standard.html</a></li> <li>• <a href="#">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic World Atlas</a></li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Before, during and after: <ul style="list-style-type: none"> <li>○ activate prior knowledge</li> <li>○ use context clues</li> <li>○ summarize</li> <li>○ draw conclusions</li> <li>○ self-question</li> <li>○ compare and contrast</li> <li>○ generalize</li> <li>○ identify main idea and details</li> <li>○ paraphrase</li> <li>○ review and predict</li> <li>○ recognize</li> <li>○ distinguish fact from opinion</li> </ul> </li> </ul>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>2.2.5 Makes connections among regions.</p>	<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><u>School library resources</u></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p>2. National Geography Standards: Places and Regions</p> <p>2.3 How culture and experience influence people's perception of places and regions. <b>Standard #6</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>2.3.1 Recognizes how culture and technology affect perception of places and regions, e.g. explain the impact of technology on the human use of arid lands, i.e. irrigation</p> <p>2.3.2 Identifies how places and regions serve as cultural symbols, e.g. compile a list of photographs that show buildings structures or statues that come to</p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition:           <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>represent or symbolize a city, i.e. Opera House in Sydney, Eiffel Tower in Paris, etc.</p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li><b>Responsive Classroom books</b> <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Fruyer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments</li> </ul> <p><b>Written responses</b> e.g.</p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><b>3. National Geography Standards: Physical Systems</b></p> <p>3.1 The physical processes that shape the patterns of Earth's surface. <b>Standard #7</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>3.1.1 Understands how physical processes shape patterns in the physical environment, e.g. erosion, tectonic plates and Ring of Fire</p> <p>3.1.2 Explains how Earth-Sun relationships affect physical processes and patterns on Earth (included in science)</p> <p>3.1.3 Knows the physical components of Earth's</p> <ul style="list-style-type: none"> <li>• atmosphere (weather, climate)</li> <li>• lithosphere (landforms such as mountains, plateaus)</li> <li>• hydrosphere (oceans, lakes, rives)</li> <li>• biosphere (vegetation, biomes)</li> </ul> <p>3.1.4 Predicts the consequences of physical processes on Earth's surface, e.g. predict the effects of an extreme weather phenomenon on the physical environment, i.e. hurricanes impact on activity outcomes, etc.</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> <li>• cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>• <a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>• Africa</li> <li>• East Asia</li> <li>• West Asia</li> <li>• Europe and Russia</li> <li>• Oceania and Antarctica</li> </ul> </li> <li>• <a href="#">National Geographic Map Essentials, grade 5</a></li> <li>• <a href="#">National Geographic Continental videos</a></li> <li>• <a href="#">Amazing Continent books</a></li> <li>• <a href="#">Time for Kids Magazine</a></li> <li>• <a href="#">National Geographic Picture Book Overhead</a></li> <li>• <a href="#">Transparencies</a></li> <li>• <a href="#">Scott Foresman anthology and trade books</a></li> <li>• <a href="#">HMS Book Closet</a></li> <li>• <a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li>○ <a href="#">Morning Meeting</a></li> <li>○ <a href="#">Level I Workbook</a></li> <li>○ <a href="#">The First Six Weeks of School</a></li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LCD projectors</a></li> <li>• <a href="#">Computer lab</a></li> <li>• <a href="#">www.unitedstreaming.com</a></li> <li>• <a href="#">www.ride.ri.gov/instruction/curriculum</a></li> <li>• <a href="#">www.nationalgeographic.com</a></li> <li>• <a href="#">www.timeforkids.com</a></li> <li>• <a href="#">www.scholasticnews.com</a></li> <li>• <a href="#">www.epals.com</a></li> <li>• <a href="#">www.hawaii.edu/hqa/standard/standard.html</a></li> <li>• <a href="#">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic World Atlas</a></li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Before, during and after: <ul style="list-style-type: none"> <li>○ activate prior knowledge</li> <li>○ use context clues</li> <li>○ summarize</li> <li>○ draw conclusions</li> <li>○ self-question</li> <li>○ compare and contrast</li> <li>○ generalize</li> <li>○ identify main idea and details</li> <li>○ paraphrase</li> <li>○ review and predict</li> <li>○ recognize</li> <li>○ distinguish fact from opinion</li> </ul> </li> </ul>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><u>School library resources</u></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><u>Community</u></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p><b>3. National Geography Standards: Physical Systems</b></p> <p>3.2 The characteristics and spatial distribution of ecosystems on Earth's surface. <b>Standard # 8</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>3.2.1 Identifies the local and global pattern of ecosystems, <i>e.g. identify</i></p> <ul style="list-style-type: none"> <li>changes in local ecosystems resulting from human intervention</li> <li>the kinds of plants and animals found in tropical rain forest or desert</li> </ul> <p>3.2.2 Explains how ecosystems work, <i>e.g.</i></p>	<p><u>DISTRICT INITIATIVES &amp; RESEARCH</u></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><u>Supplementary books/material</u></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition:           <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>explain the feeding levels and location of elements in the food chain</p> <p>3.2.3 Knows how physical processes produce changes in ecosystems, e.g. explain how specific populations within ecosystems respond to environmental stress, i.e. coral reefs, overfishing, desertification in the Sahel</p> <p>3.2.4 Recognizes how human activities influence changes in ecosystems, e.g. deforestation</p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>Responsive Classroom books               <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:           <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies:           <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)           <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses</b> e.g.</p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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<p>4. National Geography Standards: Human Systems</p> <p>4.1 The characteristics, distribution, and migration of human populations on Earth's surface. <b>Standard # 9</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <p>4.1.1 Identifies the reasons for spatial variations in population distribution, <i>e.g. few people live where it is very dry or cold - Tundra, Sahara</i></p> <p>4.1.2 Differentiates the types and historical patterns of human migration, <i>e.g. voluntary vs. involuntary</i></p> <p>4.1.3 Understands the effects of migration on the characteristics of places, <i>e.g. European colonists and African slaves to America, movement of people from drought areas in Africa</i></p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - 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bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:                             <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments ( TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p><b>4. National Geography Standards: Human Systems</b></p> <p>4.2 The characteristics, distribution, and complexity of Earth's cultural mosaics <b>Standard # 10</b></p>	<p>For the regions/continents studied, the student <b>GSE:</b></p> <p>4.2.1 Identifies the spatial distribution of culture at different scales (local to global), e.g. describe visible cultural elements in own or other community, i.e. building styles, billboards, advertisements, restaurants</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition:           <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li><a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li><a href="#">Morning Meeting Level I Workbook</a></li> <li><a href="#">The First Six Weeks of School</a></li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li><a href="#">LCD projectors</a></li> <li><a href="#">Computer lab</a></li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><a href="#">National Geographic World Atlas</a></li> <li><a href="#">classroom pull-down maps</a></li> <li><a href="#">globe</a></li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li><a href="#">Families of the World DVDs</a></li> <li><a href="#">The Five Themes of Geography Librarian</a></li> <li><a href="#">HMS resource</a></li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li><a href="#">guest speakers</a></li> <li><a href="#">field trips</a></li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Fray model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses</b> e.g.</p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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<p>4. National Geography Standards: Human Systems</p> <p>4.3 The patterns and networks of economic interdependence on Earth's surface. <b>Standard #11</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 5 (5-6)-1a</li> </ul> <p>4.3.1 Knows ways to classify economic activity, e.g.</p> <ul style="list-style-type: none"> <li>define and map three primary economic activities, i.e. tourism, olives, fishing</li> <li>map the triangular trade routes of the 16<sup>th</sup> and 17<sup>th</sup> centuries</li> <li>identify how people satisfy their basic needs/wants through the production of goods/services in different regions of the world</li> </ul> <p>4.3.2 Identifies the basis for global interdependence, e.g. identify and map international trade flows i.e.</p> <ul style="list-style-type: none"> <li>Coffee from Ethiopia</li> <li>Oil from the Middle East</li> <li>Automobiles from South Korea moving to Europe and North America</li> </ul> <p>4.3.3 Knows how changes in technology, transportation, and communication affect the location of economic activities, e.g.</p> <ul style="list-style-type: none"> <li>influence of hydroelectricity on Alps Railway through Outback</li> <li>use of natural resources for economic activities (agriculture,</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li><a href="#">Transparencies</a></li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books           <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:       <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

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	<p>miming, fishing, forestry)</p> <p>4.3.4 <a href="#">Identifies, describes and explains how people are socially, technologically, geographically, economically, or culturally connected to others</a> C &amp; G 5 (5-6)-1a</p>	<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p>4. National Geography Standards: Human Systems</p> <p>4.4 The processes, patterns, and functions of human settlement.</p> <p><b>Standard # 12</b></p>	<p>For the regions/continents studied, the student</p> <p><b>GSE:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 1 (5-6)-1b</li> </ul> <p>4.4.1 Knows and understands what human events led to the development of cities, e.g. explain the geographic reasons for the location of the World's first cities, e.g.</p> <ul style="list-style-type: none"> <li>fertile soil</li> <li>availability of water</li> <li>coal and other natural resources</li> </ul>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li>Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

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	<p>4.4.2 Knows and understands the internal spatial structure of urban areas, <i>e.g. use the concentric zone model of a city, i.e. Moscow</i></p> <p>4.4.3 <u>Lists and defines various forms of government</u> (e.g., dictatorship, democracy, parliamentary, monarchy)C &amp; G 1 (5-6)-1b</p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li><u>Responsive Classroom books</u> <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Fruyer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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<p>4. National Geography Standards: Human Systems</p> <p>4.5 How the forces of cooperation and conflict among people influence the division and control of Earth's surface. <b>Standard # 13</b></p>	<p>For the regions/continents studied, the student <b>GSEs:</b></p> <ul style="list-style-type: none"> <li>C &amp; G 1 (5-6)-1a</li> <li>C &amp; G 1 (5-6)-1b</li> </ul> <p>4.5.1 Knows and understands the multiple territorial divisions of the student's own world, e.g. Identify townships, countries, states, school district, area codes, etc.</p> <p>4.5.2 Knows and understands how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g. explain the reasons for conflict over the use of land and propose strategies to shape a cooperative solution i.e. Treaty of Antarctica, current events</p> <p>4.5.3 <u>Identifies the basic functions of government</u> C &amp; G 1 (5-6)-1a</p> <p>4.5.4 <u>Lists and defines various forms of government</u> (e.g., dictatorship, democracy, parliamentary, monarchy) C &amp; G 1 (5-6)-1b</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li><a href="#">Transparencies</a></li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books               <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:           <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments ( TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p>5. National Geography Standards: Environment and society</p> <p>5.1 How human actions modify the physical environment. <b>Standard # 14</b></p>	<p><b>For the regions/continents studied, the student</b></p> <p><b>GSE:</b></p> <p>5.1.1 Knows and understands the consequences of human modification of the physical environment, <i>e.g. list and describe environmental effects of human activities on Earth's physical systems, i.e. deforestation, climate change and soil salinization</i></p> <p>5.1.2 Knows and understands how human modification of the physical environment</p>	<p><b><u>DISTRICT INITIATIVES &amp; RESEARCH</u></b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><b><u>Supplementary books/material</u></b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li>Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b><u>STANDARDIZED AND REQUIRED</u></b></p> <p><b><u>SUGGESTED</u></b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

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	<p>in one place often leads to changes in other places, e.g. explain how construction of dams and levees on river systems affects places downstream, i.e. production of hydroelectricity, controlling flooding.</p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li><a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li><a href="#">Morning Meeting Level I Workbook</a></li> <li><a href="#">The First Six Weeks of School</a></li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li><a href="#">LCD projectors</a></li> <li><a href="#">Computer lab</a></li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><a href="#">National Geographic World Atlas</a></li> <li><a href="#">classroom pull-down maps</a></li> <li><a href="#">globe</a></li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li><a href="#">Families of the World DVDs</a></li> <li><a href="#">The Five Themes of Geography Librarian</a></li> <li><a href="#">HMS resource</a></li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li><a href="#">guest speakers</a></li> <li><a href="#">field trips</a></li> </ul>	<p>visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Fruyer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses</b> e.g.</p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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<p><b>5. National Geography Standards: Environment and society</b></p> <p>5.3 How physical systems affect human systems. <b>Standard # 15</b></p>	<p><b>For the regions/continents studied, the student GSE:</b></p> <p>5.3.1 Knows and understands human responses to variations in physical systems, e.g. identify agricultural systems, i.e. agricultural land use in areas with fertile soil and flat land</p> <p>5.3.2 Knows and understands how the characteristics of different physical environments provide opportunities for or place constraints on human activities, e.g. collect information on ways in which people adapt to living in different physical environments, i.e.</p> <ul style="list-style-type: none"> <li>• clothing, housing styles</li> <li>• how people make a living fishing or mining in a local area</li> </ul> <p>5.3.3 Recognizes how natural hazards affect human activities e.g. explain the ways humans prepare for natural disaster (floods, hurricanes, earthquakes)</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>• organizing for effort</li> <li>• clear expectations</li> <li>• fair and credible evaluations</li> <li>• recognition of accomplishment</li> <li>• academic rigor</li> <li>• accountable talk</li> <li>• socializing intelligence</li> <li>• self-management of learning</li> <li>• learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>• tiered assignments</li> <li>• jigsawing</li> <li>• pre/post assessments</li> <li>• anchoring</li> <li>• think/pair/share</li> <li>• cubing, etc.</li> <li>• cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>• investigating topics in depth</li> <li>• exercising choice and responsibility by choosing their own topics for inquiry</li> <li>• involving exploration of open questions that challenge students' thinking</li> <li>• involving students in active participation in the classroom and the wider community</li> <li>• involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>• <a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>• Africa</li> <li>• East Asia</li> <li>• West Asia</li> <li>• Europe and Russia</li> <li>• Oceania and Antarctica</li> </ul> </li> <li>• <a href="#">National Geographic Map Essentials, grade 5</a></li> <li>• <a href="#">National Geographic Continental videos</a></li> <li>• <a href="#">Amazing Continent books</a></li> <li>• <a href="#">Time for Kids Magazine</a></li> <li>• <a href="#">National Geographic Picture Book Overhead</a></li> <li>• <a href="#">Transparencies</a></li> <li>• <a href="#">Scott Foresman anthology and trade books</a></li> <li>• <a href="#">HMS Book Closet</a></li> <li>• <a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li>○ <a href="#">Morning Meeting</a></li> <li>○ <a href="#">Level I Workbook</a></li> <li>○ <a href="#">The First Six Weeks of School</a></li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• <a href="#">LCD projectors</a></li> <li>• <a href="#">Computer lab</a></li> <li>• <a href="#">www.unitedstreaming.com</a></li> <li>• <a href="#">www.ride.ri.gov/instruction/curriculum</a></li> <li>• <a href="#">www.nationalgeographic.com</a></li> <li>• <a href="#">www.timeforkids.com</a></li> <li>• <a href="#">www.scholasticnews.com</a></li> <li>• <a href="#">www.epals.com</a></li> <li>• <a href="#">www.hawaii.edu/hqa/standard/standard.html</a></li> <li>• <a href="#">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">National Geographic World Atlas</a></li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>• Before, during and after: <ul style="list-style-type: none"> <li>○ activate prior knowledge</li> <li>○ use context clues</li> <li>○ summarize</li> <li>○ draw conclusions</li> <li>○ self-question</li> <li>○ compare and contrast</li> <li>○ generalize</li> <li>○ identify main idea and details</li> <li>○ paraphrase</li> <li>○ review and predict</li> <li>○ recognize</li> <li>○ distinguish fact from opinion</li> </ul> </li> <li>• Vocabulary strategies:</li> </ul>

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> <ul style="list-style-type: none"> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments ( TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p><b>5. National Geography Standards: Environment and society</b></p> <p>5.4 The changes that occur in the meaning, use, distribution, and importance of resources. <b>Standard # 16</b></p>	<p><b>For the regions/continents studied, the student</b></p> <p><b>GSE</b></p> <p>5.4.1 Knows and understands the worldwide distribution and use of resources, e.g. use maps to discuss regional patterns or resources, i.e. oil and lumber in Tundra and Taiga</p> <p>5.4.2 Knows and understands the fundamental role of energy resources in society, e.g. identify the ways in which coal, petroleum, natural gas contribute to the functioning of societies through</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product and implementing</b></p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition: <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

# Social Studies Grade 5

Curriculum Writers: Jennifer Reynolds and Jennifer Theroux

GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>providing power for transportation, manufacturing, the heating and cooling of buildings</p>	<p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p>6. National Geography Standards: The Uses of Geography</p> <p>6.1 How to apply geography to interpret the past. <b>Standard # 17</b></p>	<p><b>For the regions/continents studied, the student GSE</b></p> <p>6.1.1 Knows and understands how the spatial organization of a society changes over time.</p> <p>6.1.2 Knows and understands how people's differing perceptions of places, peoples, and resources have affected events and conditions in the past.</p> <p>6.1.3 Knows and understands how geographic contexts have influenced events and conditions in the past.</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li>Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books                             <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after:                             <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
		<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies:               <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write)               <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments ( TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>
<p>6 National Geography Standards: The Uses of Geography</p> <p>6.2 How to apply geography to interpret the present and plan for the future. <b>Standard # 18</b></p>	<p><b>For the regions/continents studied, the student GSEs</b></p> <ul style="list-style-type: none"> <li>C &amp; G 5 (5-6)-2b</li> <li>HP 2 (5-6)-3a</li> <li>HP 3 (5-6)-2c</li> </ul> <p>6.2.1 Knows and understands how the interaction of physical and human systems may shape present and future conditions on Earth, e.g.</p> <ul style="list-style-type: none"> <li>the relationship between population growth and resource use</li> <li>deforestation and endangered animals</li> </ul> <p>6.2.2 Knows and understands how varying</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies <b>Principles of Learning (POL)</b> ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li>World Regions Geography and Environments, National Geographic Reading Expedition:           <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li>National Geographic Map Essentials, grade 5</li> <li>National Geographic Continental videos</li> <li>Amazing Continent books</li> <li>Time for Kids Magazine</li> <li>National Geographic Picture Book Overhead Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing -</p>

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	<p>points of view on geographic context influence plans for change, <i>e.g. write a skit for two people with different points of view on the same geographic issue</i></p> <p>6.2.3 Knows and understands how to apply the geographic point of view to solve social and environmental problems by making geographically informed decisions, <i>e.g.</i></p> <ul style="list-style-type: none"> <li>analyze a geographic issue, <i>i.e. building a dam</i></li> <li>develop sound arguments for specific actions</li> </ul> <p>6.2.4 Cites a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges <i>C &amp; G 5 (5-6)-2b</i></p> <p>6.2.5 Establishes a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time <i>HP 2 (5-6)-3a</i></p> <p>6.2.6 Identifies the cultural influences that shape individuals and historical events <i>HP 3 (5-6)-2c</i></p>	<ul style="list-style-type: none"> <li>cooperative learning</li> </ul> <p>Models historical thinking skills: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; 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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><b>7 Civics and Government (GSEs)</b></p>	<p><b>Students demonstrate an understanding of origins, forms, and purposes of government by...</b></p> <p>7.1.1 Identifying the basic functions of government 1-1a (responsive classroom)</p> <p><b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b></p> <p>7.1.2 Identifying and describing the role of <u>individuals</u> (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u> 1-2b (Scott Foresman anthology and trade books)</p> <p><b>Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</b></p> <p>7.1.3 Exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination 2-2a (responsive classrooms)</p> <p>7.1.4 Exhibiting and explaining what it means to be a <u>responsible citizen in the community</u> 2-2c (responsive classrooms, PBIS, student council)</p> <p><b>Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...</b></p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p><b>Models historical thinking skills:</b> chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p> <p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> </ul>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition:</a> <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li><a href="#">Transparencies</a></li> <li><a href="#">Scott Foresman anthology and trade books</a></li> <li><a href="#">HMS Book Closet</a></li> <li><a href="#">Responsive Classroom books</a> <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> </ul>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers:</b> sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations,</b> e.g. speech, news broadcast</p> <p><b>Research project,</b> e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> </ul>

# Social Studies Grade 5

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GEOGRAPHY STANDARD	GEOGRAPHY /BENCHMARKS (Barrington Public Schools)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
	<p>7.1.5 <a href="#">Identifying and explaining specific ways rights may or may not be exercised (e.g., civil rights)</a> 3-2a (responsive classrooms, PBIS)</p> <p>7.1.6 <a href="#">Recognizing potential conflicts within or among groups, brainstorming possible solutions, and reaching compromises (e.g., discrimination, bullying)</a> 3-2b (responsive classrooms, PBIS)</p> <p><b>Students demonstrate an understanding of political systems and political processes by...</b></p> <p>7.1.7 <a href="#">Explaining how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns)</a> 4-1a (responsive classrooms, student council)</p> <p><b>Students demonstrate their participation in political processes by...</b></p> <p>7.1.8 <a href="#">Engaging in the political process (e.g., voting in school elections)</a>4-2c (responsive classrooms, student council)</p> <p><b>Students participate in a civil society by...</b></p> <p>7.1.9 <a href="#">Demonstrating respect for the opinions of others (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives)</a> 4-3a (responsive classrooms, PBIS)</p>	<ul style="list-style-type: none"> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>

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	<p>7.1.10 <a href="#">Taking responsibility for one's own actions (anticipating and accepting consequences)</a> 4-3c (responsive classrooms, PBIS)</p> <p>7.1.11 <a href="#">Identifying and accessing reliable sources to answer questions about current important issues</a> (e.g., news media, children's news magazines) 4-3d Time for Kids and current events</p>			
<p><b>8</b> <b>Historic Perspectives/ RI History (GSEs)</b></p>	<p><b>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</b></p> <p>8.1.1 <a href="#">Using sources to support the stories of history</a> (How do we know what we know?) 1-1b (Scott Foresman anthology)</p> <p>8.1.2 <a href="#">Identifying the point of view of a historical source</a> (e.g., media sources) 1-1d (Scott Foresman anthology, The Midnight Ride of Paul Revere)</p> <p><b>Students interpret history as a series of connected events with multiple cause-effect relationships, by...</b></p> <p>8.1.3 <a href="#">Identifying sequential events, people, and societies that have shaped RI today</a> 1-2b (Scott Foresman anthology, e.g. Sutgihara's Story, The Long Path to Freedom)</p>	<p><b>DISTRICT INITIATIVES &amp; RESEARCH</b></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> <li>organizing for effort</li> <li>clear expectations</li> <li>fair and credible evaluations</li> <li>recognition of accomplishment</li> <li>academic rigor</li> <li>accountable talk</li> <li>socializing intelligence</li> <li>self-management of learning</li> <li>learning as apprenticeship</li> </ul> <p><b>Differentiates instruction by varying the content, process, and product</b> and implementing</p> <ul style="list-style-type: none"> <li>tiered assignments</li> <li>jigsawing</li> <li>pre/post assessments</li> <li>anchoring</li> <li>think/pair/share</li> <li>cubing, etc.</li> <li>cooperative learning</li> </ul> <p>Models <b>historical thinking skills</b>: chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues - analysis and decision-making</p>	<p><b>Supplementary books/material</b></p> <ul style="list-style-type: none"> <li><a href="#">World Regions Geography and Environments, National Geographic Reading Expedition</a>: <ul style="list-style-type: none"> <li>Africa</li> <li>East Asia</li> <li>West Asia</li> <li>Europe and Russia</li> <li>Oceania and Antarctica</li> </ul> </li> <li><a href="#">National Geographic Map Essentials, grade 5</a></li> <li><a href="#">National Geographic Continental videos</a></li> <li><a href="#">Amazing Continent books</a></li> <li><a href="#">Time for Kids Magazine</a></li> <li><a href="#">National Geographic Picture Book Overhead</a></li> <li>Transparencies</li> <li>Scott Foresman anthology and trade books</li> <li>HMS Book Closet</li> <li>Responsive Classroom books <ul style="list-style-type: none"> <li>Morning Meeting</li> <li>Level I Workbook</li> <li>The First Six Weeks of School</li> </ul> </li> </ul> <p><b>Technology</b></p>	<p><b>STANDARDIZED AND REQUIRED</b></p> <p><b>SUGGESTED</b></p> <p><b>Anecdotal records</b></p> <p><b>Exhibits</b></p> <p><b>Graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Interviews</b></p> <p><b>Journals</b></p> <p><b>Multiple Intelligences assessments</b> (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc. )</p> <p><b>Oral presentations</b>, e.g. speech, news broadcast</p> <p><b>Research project</b>, e.g. skits, travel guide, news story, letters, short/extended response</p> <p><b>Reading Strategies</b></p>

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	<p>Students demonstrate an understanding of how the past frames the present by...</p> <p>8.1.4 Answering "what if" questions and using <u>evidence to explain how history might have been different (e.g., How might history be different if Anne Hutchinson hadn't dissented?)</u> 3-1b (Scott Foresman anthology and trade books, e.g. Who Want to Vote Lizzie Stanton, The Midnight Ride of Paul Revere)</p> <p>Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...</p> <p>8.1.5 <u>Identifying the cultural influences that shape individuals and historical events</u> 3-2c (Scott Foresman anthology and trade books)</p>	<p>Provides social studies best practices opportunities such as:</p> <ul style="list-style-type: none"> <li>investigating topics in depth</li> <li>exercising choice and responsibility by choosing their own topics for inquiry</li> <li>involving exploration of open questions that challenge students' thinking</li> <li>involving students in active participation in the classroom and the wider community</li> <li>involving students in both independent inquiry and cooperative learning</li> <li>involving students in reading, writing, observing, discussing, and debating</li> <li>building upon students' prior knowledge; exploring a full range of culture found in World Regions</li> </ul> <p>Facilitates the use of <b>graphic organizers</b>: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p><b>Addresses multiple intelligences</b> (instructional strategies)</p>	<ul style="list-style-type: none"> <li>LCD projectors</li> <li>Computer lab</li> <li><a href="http://www.unitedstreaming.com">www.unitedstreaming.com</a></li> <li><a href="http://www.ride.ri.gov/instruction/curriculum">www.ride.ri.gov/instruction/curriculum</a></li> <li><a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></li> <li><a href="http://www.timeforkids.com">www.timeforkids.com</a></li> <li><a href="http://www.scholasticnews.com">www.scholasticnews.com</a></li> <li><a href="http://www.epals.com">www.epals.com</a></li> <li><a href="http://www.hawaii.edu/hqa/standard/standard.html">www.hawaii.edu/hqa/standard/standard.html</a></li> <li><a href="http://www.responsiveclassroom.org">www.responsiveclassroom.org</a></li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>National Geographic World Atlas</li> <li>classroom pull-down maps</li> <li>globe</li> </ul> <p><b>School library resources</b></p> <ul style="list-style-type: none"> <li>Families of the World DVDs</li> <li>The Five Themes of Geography</li> <li>Librarian</li> <li>HMS resource</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>guest speakers</li> <li>field trips</li> </ul>	<ul style="list-style-type: none"> <li>Before, during and after: <ul style="list-style-type: none"> <li>activate prior knowledge</li> <li>use context clues</li> <li>summarize</li> <li>draw conclusions</li> <li>self-question</li> <li>compare and contrast</li> <li>generalize</li> <li>identify main idea and details</li> <li>paraphrase</li> <li>review and predict</li> <li>recognize</li> <li>distinguish fact from opinion</li> </ul> </li> <li>Vocabulary strategies: <ul style="list-style-type: none"> <li>use context clues</li> <li>vocabulary building</li> <li>Frayer model</li> <li>Word wall</li> <li>Alphabet organizer</li> </ul> </li> <li>Text structures ( identify and write) <ul style="list-style-type: none"> <li>cause/effect</li> <li>compare and contrast</li> <li>sequence</li> <li>description</li> <li>problem/solution</li> <li>semantic impressions</li> </ul> </li> </ul> <p><b>Tests/quizzes</b></p> <ul style="list-style-type: none"> <li>World Regions Assessments (TE)</li> </ul> <p><b>Written responses e.g.</b></p> <ul style="list-style-type: none"> <li>Responding to informational and literary text</li> <li>Informational writing - report on a topic</li> <li>Summaries, letters, articles, travel guides</li> <li>Skits, speeches, news stories, short extended responses</li> </ul>