



## WWI, Great Depression, and WWII

### Unit Overview:

In this unit, 5th Grade students will learn about the “Great Wars” and everything in between! We’ll begin our unit with an examination of the causes and effects of World War I. Then, we’ll soar through America’s Roaring twenties and meet the pioneers of that time period! We’ll then settle into the humble era of the Great Depression and await President Franklin D. Roosevelt’s execution of the New Deal. We’ll end our journey through history with World War II and it’s significance on American history.

### Essential Questions:

- Why did the United States of America enter WWI and WWII and how did the course of those wars impact America and its citizens?
- What is the significance of ally relationships during times of war?
- What cultural impacts did the 1920s have on the lives of American citizens during and after that era?
- What led America and it's citizens into the Great Depression? How did our country come out of it?
- What leadership qualities were exhibited by leaders during WWI, the Great Depression, and WWII?

### “Dinnertime Questions” Hints for At-Home Conversations:

Week 1: What are the pros and cons of war? What sacrifices are made?

Week 2: What impact did the 1920s have on the cultural renaissance of America?

Week 3: What obstacles did American families have to face during the Great Depression?

Week 4: If WWI was supposed to be “The War to End All Wars”, what led us into WWII? What did America stand to gain/lose during WWII?



### Vocabulary:

**Weeks 1-2:** alliance, nationalism, militarism, imperialism, Central Powers, trench warfare, No Man's Land, espionage, immigrant, renaissance, isolationism, economy, consumer goods

**Weeks 3-4:** recession, bankruptcy, Black Tuesday, Dust Bowl, fireside chat, laissez faire, migrant worker, New Deal, fascism, scapegoat, concentration camp, Axis, Allies, D-Day, kamikaze

### Homework:

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## **American Revolution Unit Overview:**

In this unit, 4th Grade students will learn about the American Revolution. We'll begin our journey as colonists who are desperate to flee from Great Britain's rule. Students will study events that led to the revolution and people who fostered liberty from England to gain an understanding of the causes of the American Revolutionary War. They will interpret and analyze primary sources as well and see that many of them are still referred to in our present day times! At the end of the unit, we'll culminate with our very own "American 'Revolution' Idol"!

### **Essential Questions:**

- What sparked the colonist's desire for a revolution? What were the early conflicts between Britain and colonists?
- What role did trade play in the American Revolution?
- Why are revolutions necessary for change?
- What leadership qualities were exhibited by leaders of the American Revolution?
- How did the America revolution shape our country into what it is today?

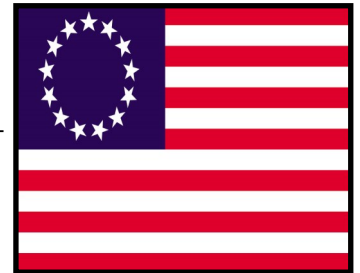
### **"Dinnertime Questions" Hints for At-Home Conversations:**

Week 1: What does freedom mean to you?

Week 2: How different do you think our lives would be if we did not seek independence from Great Britain?

Week 3: What obstacles did colonists have to face leading up to the American Revolution ?

Week 4: What sacrifices were made by the colonists to ensure our independence as a country? Is there something you would not have sacrificed?



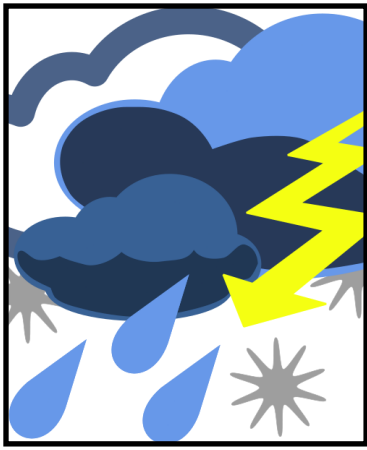
### **Vocabulary:**

**Weeks 1-2:** ally, congress, rebellion, proclamation, tax, smuggling, liberty, massacre, correspondence, delegate, quarter, Loyalist, Patriot, militia, minutemen, petition

**Weeks 3-4:** independence, treason, rights, neutral, inflation, mercenary, traitor, strategy, surrender

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## What's Up with the Weather?

### Unit Overview:

In this unit, 1st Grade students will enter the dynamic world of weather! This unit involves hands-on learning and higher order discovery tasks to investigate the different facets of meteorology while developing observation, interpretation, and data organization skills. Students will also learn about the many tools used to measure different components of weather. They will keep a weather log, learn about extreme forces of weather, and will have the opportunity to recreate a live weather forecast and put on

### Essential Questions:

- Can we use our senses to make predictions about weather?
- What are different types of weather?
- How do we measure the weather?
- What does the temperature tell you about the weather?
- What are the different forms of precipitation?
- What type of instruments are used to measure weather?
- How do we use science to prepare for extreme weather?

### "Dinnertime Questions" Hints for At-Home Conversations:

Week 1: How does the changes in seasons affect me?

Week 2: What are the different forms of precipitation?

Week 3: How do weather instruments help to observe and describe weather features?

Week 4: What are some examples of extreme weather?

Week 5: How can we protect ourselves during extreme weather?



### Vocabulary:

Week 1: weather, snowy, windy, rainy, cloudy, data, season

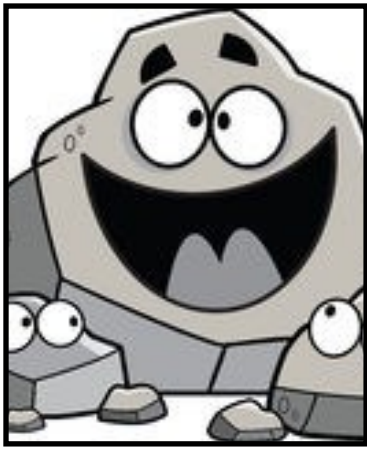
Week 2: precipitation, temperature, sleet, hail, snow, rain

Week 3: thermometer, wind vane, rain gauge, prediction, cold front, hot front, patterns, forecast

Weeks 4-5: hurricane, tornado, flood, drought, blizzard

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## **Rocks, Minerals, Soils, and Fossils**

### **Unit Overview:**

In this unit, 3rd Grade students will dive into the wonderful world of Earth Science! In this unit, students will study minerals and their everyday uses. Students will then transition into the study of rocks and the rock cycle. They'll learn how to determine the difference in soil types based on geographic locations and we'll even learn how to make mineral geodes! At the end of the unit, students will learn how to create various forms of fossils and explain the processes of how they are formed.

### **Essential Questions:**

- What is the difference between a mineral and a rock?
- What are the types of rocks? How are they formed?
- Explain how the rock cycle works?
- Why is it beneficial for us to have various forms of soil?
- How do rocks and soil change over time?

### **"Dinnertime Questions" Hints for At-Home Conversations:**

Week 1: What are some everyday uses of minerals?

Week 2: How can we identify the attributes of rocks?

Week 3: Why do certain types of plants grow only in specific soil types?

Week 4: How does the weather impact the formation of rocks?

Week 5-6: What stories do fossils tell us?



### **Vocabulary:**

Week 1: mineral, rock, hardness, Mohs scale

Week 2: igneous rock, sedimentary rock, metamorphic rock, rock cycle

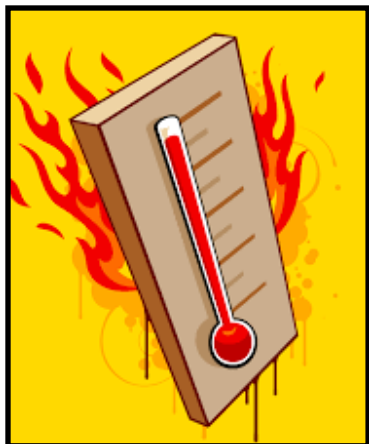
Week 3: humus, sand, silt, clay, loam

Week 4: weathering, erosion

Week 5-6: fossil, extinct, cast, mold, petrified wood, sap

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## **Heat and The Scientific Method**

### **Unit Overview:**

In this unit, 3rd Grade students learn about the various forms of energy that produce heat. Students will conduct experiments that require them to make decisions of when to use insulators vs. conductors when trying to preserve an item. In addition, students will develop creative ways to produce heat without a source of electricity.

### **Essential Questions:**

- What is heat and how is it measured?
- How does thermal energy move?
- How is thermal energy used?
- How can we create heat with a source of electricity?

### **“Dinnertime Questions” Hints for At-Home Conversations:**

Week 1: What is the difference between an insulator and a conductor?

Week 2: How can we creatively solve the problem of global warming?

Week 3: How are the various forms of energy used?

Week 4: Why is it important to know how to create heat without electricity?



### **Vocabulary:**

Week 1: heat, temperature, Celsius

Week 2: thermal energy, global warming

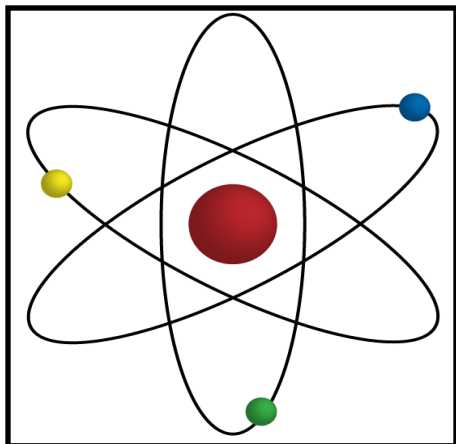
Week 3: solar energy, geothermal energy, solar energy, chemical energy

Week 4: conductor, conduction, convection, radiation, insulator

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## Physical & Chemical Change

### Unit Overview:

In this unit, 5th Grade students will learn about matter, atoms, elements, compounds, and physical and chemical changes. Students will partake in hands-on experiences that allow them to investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change. Students will also learn about the Periodic Table and culminate the unit with a special classroom edition of "Survivor"!

### Essential Questions:

- Why does the mass of an object remain constant regardless of its location?
- What conditions are necessary for water to change its phases?
- What is the difference between physical and chemical change?
- How can we separate mixtures and solutions?
- What is the significance of the periodic table?

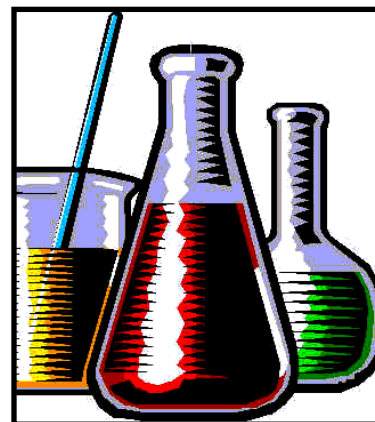
### "Dinnertime Questions" Hints for At-Home Conversations:

Week 1: What is matter?

Week 2: What is the difference between an atom and a molecule? Compound and element?

Week 3: What are some real-world examples of physical and chemical change?

Week 4: How can we model examples of physical and chemical change?



### Vocabulary:

Week 1: part, whole, sum, mass, matter, volume, density

Week 2: mixture, solution, atom, molecule, nucleus, proton, neutron, electron, element, compound

Week 3: physical change, chemical change, physical properties

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## **Building a Nation Unit Overview:**

America has finally gained its independence from Great Britain! But what do we do now? In this unit, 4th Grade students will learn about the many challenges and obstacles America encountered as they tried to build a new and unified nation. Students will learn about the shortcomings of the Articles of Confederation, the need for the development of the Constitution, and the emergence of “new” land out west with the Westward Expansion (focusing on the Louisiana Purchase, the acquisition of Texas, the Oregon Trail, and the California Gold Rush).

### **Essential Questions:**

- What were the challenges of creating a new nation?
- How did our country's need for structure and societal rules change as our nation matured?
- Why is it necessary to have a balance of power within a nation?
- What impact did Westward Expansion have on our development as a country?

### **“Dinnertime Questions” Hints for At-Home Conversations:**

Week 1: What were the weaknesses of the Articles of Confederation?

Week 2: Why was it necessary to develop our country's Constitution?

Week 3: How does the system of checks and balances work?

Week 4: Why did the United States expand its territories?

Week 5: How did the Westward Expansion affect Native Americans?



### **Vocabulary:**

Week 1: citizen, ordinance, federal system, republic, compromise, ratify, democracy

Week 2: constitution, amendments

Week 3: checks and balances, separation of power, veto, bill, natural rights

Week 4: pioneer, frontier, nationalism, annexation, manifest destiny, gold rush, forty-niner, boom town, wagon train

Week 5: suffrage, abolitionist, reform, discrimination

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## **Lights, Shadows, Sound, and Magnets**

### **Unit Overview:**

In this unit, 1st Graders will begin to go deeper into understanding and applying the scientific method. Students will learn about the various sources of light and how shadows are made. In addition, they will have their first design challenge where they will design a box that will prevent a groundhog's shadow from being seen! Students will also have the opportunity to participate in many hands-on activities that focus on the production and manifestation of sound. The unit will culminate with a focus on magnets and students will have the opportunity to make magnetic slime!

### **Essential Questions:**

- What is the difference between natural lighting and man-made lighting?
- How are shadows made?
- How are sounds different in volume and pitch? How are they different in nature?
- What objects are attracted to magnets?

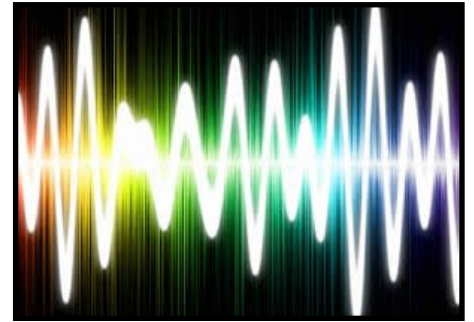
### **"Dinnertime Questions" Hints for At-Home Conversations:**

Week 1: What are the pros and cons of man-made lighting?

Week 2: How are shadows made? Why do they vary in shape & size?

Week 3: How do we make sounds? Why are sounds important?

Week 4: What are some common characteristics of items that are attracted to magnets?



### **Vocabulary:**

Week 1: light, natural, man-made, energy

Week 2: shadow, reflection

Week 3: sound, vibration, sound waves, volume, pitch

Week 4: magnet, magnetic, poles, attract, repel

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# Landsakes, it's Alive!

## Unit Overview:



In this unit, First Graders will learn about the interdependency of living and nonliving things. Students will be provided with hands-on opportunities to gauge their understanding of living organisms (plants and animals) in the world around us. For plants, students will complete a flower dissection and learn how the parts of plants work. Students will also learn about the basic needs of plants and animals and how their life cycles are critical to the functioning of our world!

## Essential Questions:

- What is the difference between a living and nonliving thing?
- What are the basic needs of living things?
- Why is it important to understand the basic needs of plants

## "Dinnertime Questions" Hints for At-Home Conversations:

Week 1: Why is it important to have a balance between living and nonliving things in our environment?

Week 2: What are the parts of a plant? What is the life cycle of a plant?

Week 3: How does the life cycle of animals vary?

Week 4: In what ways do plants and animals contribute to our environment?

## Vocabulary:

Week 1: living, nonliving, seedling, roots, stem, leaves, flowers, fruits, seed

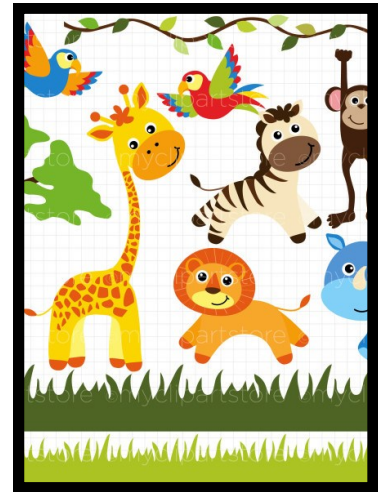
Week 2: nutrients, life cycle, growth

Week 3: habitat, predator, prey

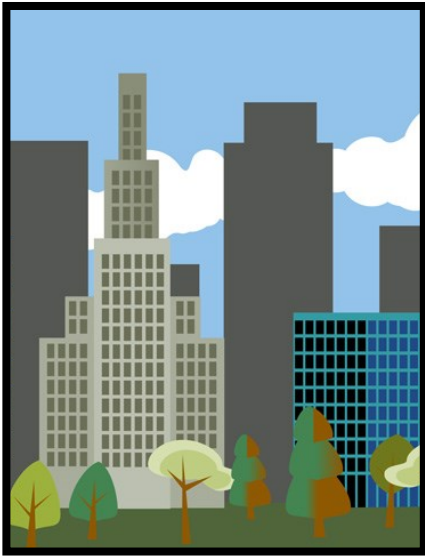
Week 4: dependency, interdependence

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## Econopolis Unit Overview:



In this unit, First Graders will learn about how communities and our economy are interdependent. Students will learn about needs versus wants, and will learn how to create a budget. They'll also learn how to evaluate career options and how people have the most direct impact on our communities and economy. Throughout the unit, we'll also use design thinking to solve an economic crisis for our very own TAG Town!

### Essential Questions:

- In what ways do people, places, and things work together in order to solve problems for communities and the economy?
- In what ways are communities the same, different and ever-changing?
- How do economic problems affect our everyday lives?

### "Dinnertime Questions" Hints for At-Home Conversations:

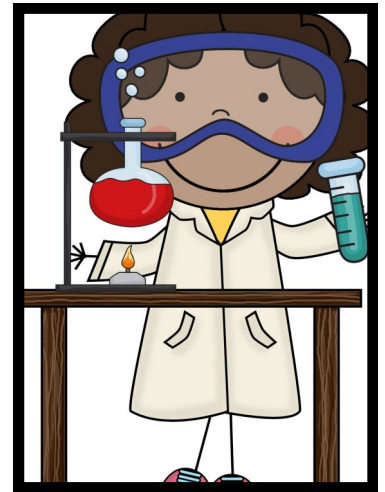
Week 1: What problems do communities face ?

Week 2: What motivates our choices in careers?

Week 3: What are the opportunity costs when there is a scarcity of resources?

Weeks 4-5: In what ways do people act as both producers and consumers?

Week 5: What can people do to help out their communities and the economy?



### Vocabulary:

Week 1: needs, wants, income, mortgage, deposit, withdrawal, utilities

Week 2: career, goods, services, natural resources, human resources, capital resources

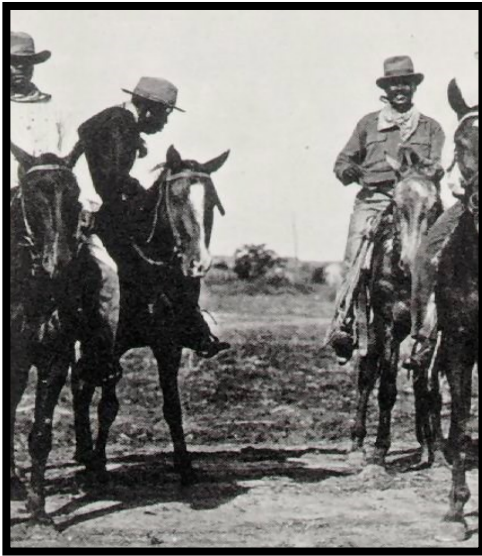
Week 3: scarcity, opportunity cost

Week 4-5: dependency, interdependence

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## Turn of the Century Unit Overview:



In this unit, Fifth Graders will learn about how life in America changed at the turn of the century after the Civil War. Students will learn about the cattle trails of the west, the changing effects of communication and transportation, immigration and Ellis Island, economic concepts of trade, the Spanish-American War, and the building of the Panama Canal.

### **Essential Questions:**

- How did life change in America at the turn of the century?
- What was the impact of the Spanish-American War in US history?
- How did industrialization impact our growing nation?
- What were the reasons for immigration to the US?

### **“Dinnertime Questions” Hints for At-Home Conversations:**

Week 1: What were the pros and cons of the development of the transcontinental railroad? What if the Cattle Trails never occurred in the latter part of the century?

Week 2: How did industrialization impact our growing nation? What motivated immigrants to come to the USA? What was the impact of the Spanish-American War in US history?



### **Vocabulary:**

Week 1: transcontinental, homestead, Exodusters, supply, demand, railhead, barbed wire

Week 2: labor union, monopoly, competition, imperialism, strike, yellow journalism, isthmus, canal

### **Homework:**

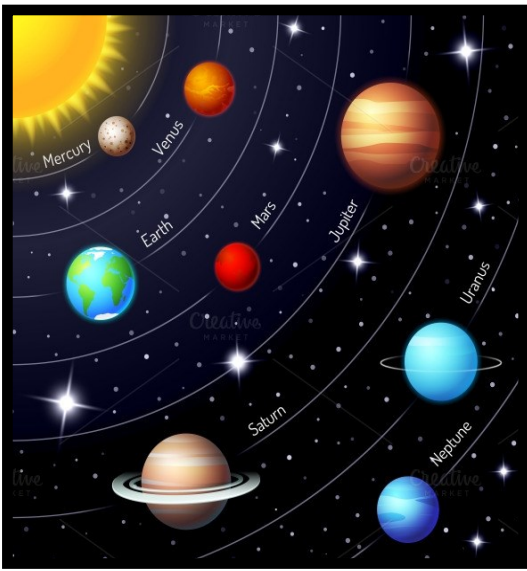
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## Solar System and Stars

### Unit Overview:

In this unit, 4th Grade students will learn about Space and the US's role in Space Exploration. Students will learn about the roles of humans and animals in space exploration. In addition, students will research the formation of stars, phases of the moon, and the unique features of inner and outer planets of the Solar System.



### Essential Questions:

- What are the unique features of the planets in our Solar System?
- What causes the phases in the moon?
- How do stars differ in the night sky compared to planets?
- Why does the length of day and night change throughout the year?
- How has the use of technology to explore our solar system changed over time?
- How does a solar system function together as a system?



### “Dinnertime Questions” Hints for At-Home Conversations:

Weeks 1-2: What is the difference between the inner and outer planets? What is the theory behind those differences.

Week 3-4: What if President Kennedy never had a vision for space exploration. How would the US's role in space exploration be different in today's times?

### Vocabulary:

Weeks 1-2: orbit, planets, sun, system, gravity

Weeks 3-4: rotation, revolution, phases, model

### Homework:

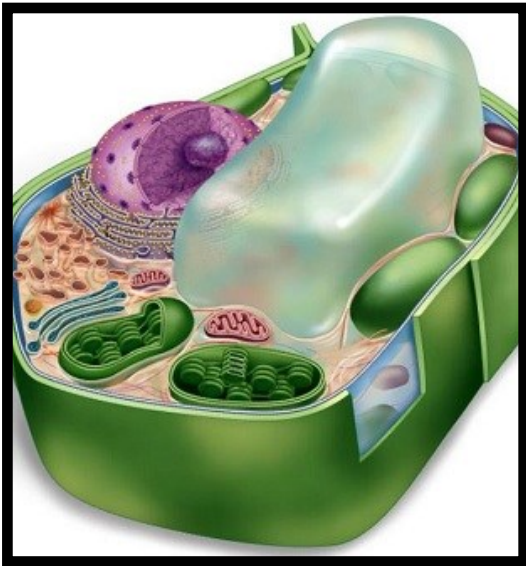
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# Cells, Microorganisms, and Heredity

## Unit Overview:

In this unit, 5th Grade students will learn about the structure and parts of plants and animal cells. In addition, students will learn about harmful and non-harmful microorganisms and their impact on our body systems. Students will debate if Typhoid Mary was a victim or a villain! We'll close the unit out by focusing on our learned and inherited behaviors.



### Essential Questions:

- What is a cell? What is its role in the human body?
- What is the difference between plant and animal cells?
- What is the function of the organelles in plant and animal cells?
- What is a microorganism?
- How are microorganisms beneficial? Harmful?
- What are genes?
- How are inherited behaviors different from learned behaviors?



### “Dinnertime Questions” Hints for At-Home Conversations:

Week 1: What is the job of cells in our bodies?

Week 2: What is the difference between the organelles in an animal vs. plant cell?

Week 3: Should scientists be allowed to create dangerous viruses for the purpose of research?

Week 4: What are some examples of your learned and inherited behaviors?

### Vocabulary:

Weeks 1-2: cell, membrane, wall, cytoplasm, nucleus, chloroplasts, single/multicellular organism, vascular, nonvascular

Weeks 3-4: microorganism, trait, offspring, heredity, instinctive behavior, learned behavior, inherited/acquired trait

### Homework:

- Students will have homework assignments related to concepts and information that they will be processing and using during class time. It is important that students come to class prepared, having their completed homework to ensure their engagement and participation in classroom activities.
- Please email Ms. Smith at [smithrr@fultonschools.org](mailto:smithrr@fultonschools.org) if you are missing your homework assignment.
- Our class website is [www.rsmith1.weebly.com](http://www.rsmith1.weebly.com).
- For each unit, students should have one current events article on any related topic of the unit. The requirements for the current events article are copied on the back of this document.
- Feel free to access our unit standards at <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>.

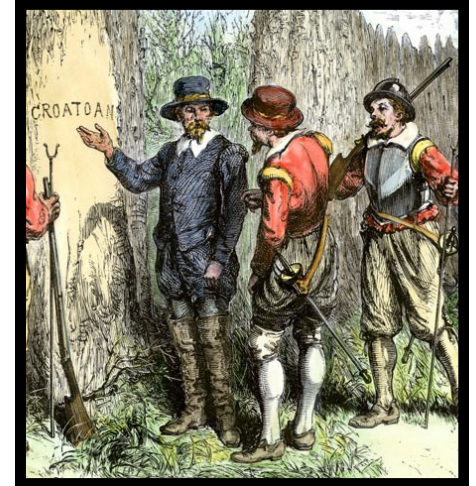


## British Colonization Unit Overview:

In this unit, 3rd Grade students will learn about the three colonial regions: New England, Mid-Atlantic, and the Southern Colonies. Students will learn about the many factors that helped shape British Colonial America. In turn, students will compare and contrast colonial life in the 13 Colonies and will develop their own colony. To culminate our unit, we'll dive into the mystery of the Lost Colony of Roanoke!

### **Essential Questions:**

- What are the geographic differences among the three colonial regions?
- What are the similarities and differences in the colonial lifestyles of colonists in the three colonial regions?
- What factors shaped British Colonial America?
- What happened to the Lost Colony of Roanoke?



### **“Dinnertime Questions” Hints for At-Home Conversations:**

Week 1: What are the three colonial regions and which colonies are in each region?

Weeks 2-3: What was life like for colonial children? How is it similar/different compared to children today? After learning about colonial obstacles, how would you develop your colony?

Week 4: What do you think happened to the Lost Colony of Roanoke?

### **Vocabulary:**

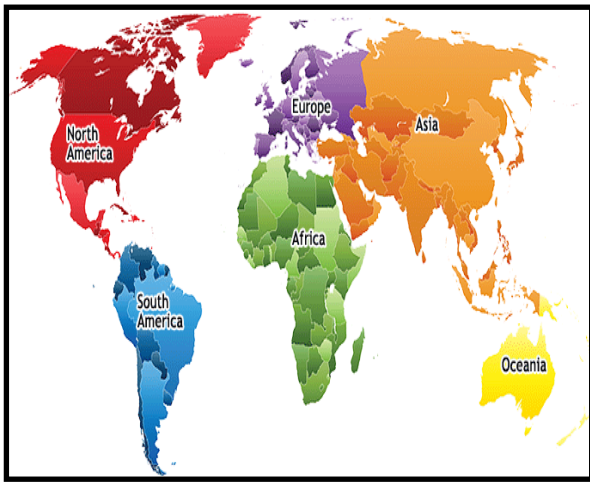
Week 1: colony, colonial region, New England colonies, Mid-Atlantic colonies, Southern colonies, Puritans, Quakers

Week 2-3: artisan, indentured servants, slaves, American Indians

Week 4: theory, Roanoke

### **Homework:**

- *Students will have homework assignments related to concepts and information that they will be processing and using during class time. It is important that students come to class prepared, having their completed homework to ensure their engagement and participation in classroom activities.*
- *Please email Ms. Smith at [smithrr@fultonschools.org](mailto:smithrr@fultonschools.org) if you are missing your homework assignment.*
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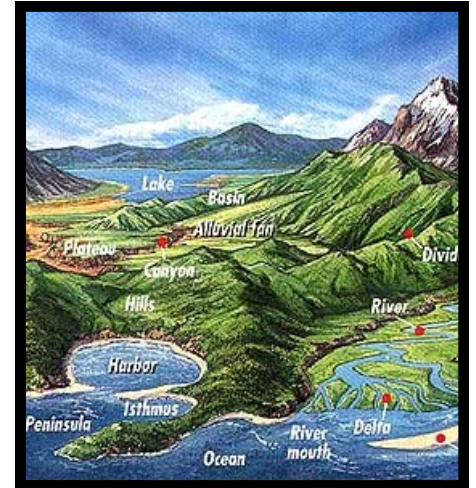


## Map Mania Unit Overview:

In this unit, 1st Grade students will learn about where they live in our world on various levels (city, county, state, country, etc.). They'll also learn about our oceans, seven continents, and the various landforms that they can find on each one! Students will culminate the unit with a special biome project for the continent of their choice.

### Essential Questions:

- How are maps helpful to us?
- Why is it important to know the locations of places/landforms on a map?
- What are the unique features of our seven continents?



### “Dinnertime Questions” Hints for At-Home Conversations:

Week 1: What can you find on a map? Where do you live?

Week 2: What landforms can we find in our city, state, and country?

Weeks 3-5: What are the seven continents? What biomes and animals can we find in each one?

### Vocabulary:

Week 1: city, county, state, country, continent

Week 2: ocean, landform, mountain, desert, valley, coast

Weeks 3-5: Asia, Africa, Antarctica, Australia, Europe, North America, South America, biome

### Homework:

- Students will have homework assignments related to concepts and information that they will be processing and using during class time. It is important that students come to class prepared, having their completed homework to ensure their engagement and participation in classroom activities.
- Please email Ms. Smith at [smithrr@fultonschools.org](mailto:smithrr@fultonschools.org) if you are missing your homework assignment.
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