

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

Pacing: 2-3 Weeks <b>Grade 5 Unit 1: Geography</b>		
NJSL Standards	Suggested Activities	Unit 1 Geography
<p>6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</p> <p>Social Studies Spatial Skill: Select and use various geographic representations to compare information about people, places, regions, and environments</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes</p>	<p>Group work: Label a world map and become familiar with important map features</p> <p>Independent and group practice in using longitude and latitude to locate places on a map</p> <p>Independent and group practice in using a scale to determine distances on a map</p> <p>Group activity- each group gets a different type of map, determines what type it is and how it is used</p> <p>Map scavenger hunt to find locate and label various map components based upon the vocabulary lists.</p>	<p><b><u>Essential Questions</u></b></p> <p><i>Why would we utilize maps?</i></p> <p><i>What are some ways we utilize maps?</i></p> <p><i>Why are map elements important?</i></p> <p><i>What are ways that people modify their physical environments?</i></p> <p>Understandings Students will understand that maps tell the story of the physical and human characteristics of a community. Students will understand that people modify their environment to meet their needs.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Locate and label important features on a world map.</li> <li>● Analyze various types of maps and explain their purposes.</li> <li>● Identify and use map tools (legend, scale, compass rose, lines of latitude &amp; longitude) to interpret data, find locations and determine distances on a map</li> </ul> <p>Students will understand that :</p> <ul style="list-style-type: none"> <li>● Maps are useful for finding locations &amp; directions, travelling or planning a trip, analyzing data, and learning about people and places, both past and present</li> <li>● Maps can show both natural features and human-made features</li> <li>● There are various types of maps with various purposes</li> </ul>
Unit 1 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Quizzes in which students</p> <ul style="list-style-type: none"> <li>● label the continents, oceans, poles, equator, prime meridian and compass rose</li> <li>● locate places on a map based on degrees latitude &amp; longitude; determine the degrees latitude and longitude of a given place on a map</li> <li>● use a scale to determine approximate distances on a map</li> </ul> <p>Classroom map project in which students</p> <ul style="list-style-type: none"> <li>● design a map of their Social Studies classroom that includes major classroom features (desks, tables, etc.), a compass rose, a legend, a scale (converting feet to inches) and a title.</li> </ul>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtc.com">www.teachtc.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

Plan for Word Study Grade 5 Unit 1		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● compass rose</li> <li>● cardinal directions</li> <li>● intermediate directions</li> <li>● latitude</li> <li>● longitude</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● globe</li> <li>● map</li> <li>● continent</li> <li>● ocean</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● climate</li> <li>● geography</li> <li>● government</li> <li>● landform</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<ul style="list-style-type: none"> <li>• equator</li> <li>• Prime Meridian</li> <li>• hemisphere</li> <li>• North Pole</li> <li>• South Pole</li> <li>• scale</li> <li>• symbol</li> <li>• legend</li> <li>• locator</li> <li>• political map</li> <li>• physical map</li> <li>• historical map</li> <li>• road map</li> <li>• physical feature</li> <li>• vegetation</li> </ul>		
--	--	--

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

citing sources.

W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

#### **8.1 Educational Technology ([Word](#) | [PDF](#))**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### **8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## UNIT 2: American Indians and Early Exploration and Exploration of the New World

**Pacing: 4 - 6 Weeks**

Unit 2 NJSLs	Suggested Activities	Unit 2 American Indians and early Exploration and Exploration of the New World
<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere</p> <p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early</p>	<p>Map Studies</p> <p>Responding to Informational Text and Film</p> <p>Journaling and sharing journal entries</p> <p>Note-taking</p>	<p><b>Essential Questions</b></p> <p>How are Native American tribes alike and/or different?</p> <p>How did climate and geography influence the way of life of Native American tribes and the movement and activities of settlers?</p> <p>Why do people choose to explore the unknown?</p> <p>How does technology advance exploration?</p>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.C.1.b Explain why individuals and societies trade how trade functions and the role of trade during this period.</p> <p>6.1.8.D.1.c Evaluate the impact of the Colombian exchange on ecology, agriculture, and cultural from different perspectives.</p> <p>6.18.B.3.d Explain why New Jersey’s location played and integral role in the American Revolution</p> <p>6.1.8.C.3.b Summarize the effect of inflation and debt on the American People and the response of state and national governments during this time.</p>	<p>Placard card activities</p> <p>Class discussions</p> <p>Project based learning assignments</p> <p>Google Slides presentation outlining:</p> <ul style="list-style-type: none"> <li>● Native American tools</li> <li>● Native American gender specific jobs</li> <li>● Characteristics of each major Native American Group (People of the Forest, People of the Plains, People of the Desert and People of the Northwest)</li> </ul> <p>Brief Research project where students select an early explorer of the New World:</p> <ul style="list-style-type: none"> <li>● Christopher Columbus</li> <li>● Lief Ericson</li> <li>● Ferdinand Magellan</li> <li>● Ponce De Leon</li> <li>● Henry Hudson</li> <li>● Amerigo Vespucci</li> <li>● Sir Walter Raleigh</li> <li>● Sir Francis Drake</li> <li>● Hernando Cortes</li> <li>● John Cabot</li> <li>● Vasco De Balboa</li> </ul>	<p>How is culture affected by contact with other cultures?</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● analyze information about exploration and colonization in North America</li> <li>● compare and contrast the New England, Middle and Southern colonies</li> <li>● take the perspective of a person emigrating to America in colonial times</li> </ul> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>● The first people to have lived in North America most likely migrated from Asia across the Bering Sea.</li> <li>● Native Americans settled throughout N. America, adapted to the physical geography and developed cultures that reflect the importance of the environment and natural resources.</li> <li>● there are various reasons why Europeans explored and colonized North America</li> <li>● European exploration and colonization led to both cooperation and conflict with Native Americans, but in most cases resulted in mistreatment and displacement of Native Americans</li> <li>● Different motives for colonization and settlement in the English colonies led to regional differences in government, religion and economy</li> </ul>
---	---	---



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

Unit 2	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p> <p>Class Discussions</p> <p>sharing of prior knowledge;</p> <p>homework</p>	<p>Tests</p> <p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Colonial Journal in which the student</p> <ul style="list-style-type: none"> <li>• takes the perspective of person who has migrated from Europe and settled in America during colonial times</li> <li>• describes the difficulties faced during the voyage to America and in the New World</li> <li>• analyzes and explains the positive and negative interactions between colonists and Native Americans</li> <li>• describes the reasons why Europeans settled in America, and how these reasons differed by region (New England, Middle, Southern colonies)</li> <li>• explores the moral dilemma of slavery, especially in the south</li> <li>• explores the daily life in colonial times (family roles, schooling, chores, meals, etc.)</li> <li>• explores how the conflict between France and Britain played out in America (French and Indian War), and how colonists reacted to the Proclamation Act of 1763</li> </ul>
District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>• Social Studies Alive! America’s Past</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachtc.com">www.teachtc.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p><a href="https://www.landofthebrave.info/american-history-of-early-explorers.htm">https://www.landofthebrave.info/american-history-of-early-explorers.htm</a></p> <p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

# Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

## Plan for Word Study Grade 5 Unit 2

### New Academic Vocabulary::

- Yukon
- revelation
- diminish
- colonialism
- exploit
- Imperialism
- indigenous
- perilous
- isthmus
- conquistador
- Encomienda system
- tribute
- demise
- indentured servant
- hardtack
- smallpox
- adobe
- wattle
- daub

### Review:

- maize
- spiritual
- domesticate
- New World
- adaptations
- environment
- kiva
- migration
- natural resource

### Tier 2 Vocabulary:

- colony
- pilgrim
- artifact
- settlement

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<ul style="list-style-type: none"><li>• drought</li><li>• pottage</li><li>• Puritans</li><li>• Separatists</li><li>• Society of Friends</li><li>• heretic</li><li>• hearth</li><li>• horn book</li><li>• King Philip's War</li><li>• militia</li><li>• Proclamation of 176</li><li>• origin story</li><li>• cultural region</li><li>• culture</li><li>• gorge</li><li>• mesa</li><li>• nomadic</li><li>• Age of Exploration</li><li>• the Americas</li><li>• archaeologist</li></ul>		
--	--	--

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<ul style="list-style-type: none"> <li>• astrolabe</li> <li>• cash crop</li> <li>• explorer</li> <li>• contagious disease</li> <li>• East Indies</li> <li>• Northwest Passage</li> <li>• colonist</li> <li>• Jamestown</li> <li>• Mayflower Compact</li> <li>• monarchy</li> <li>• Plymouth</li> <li>• representative government</li> <li>• Roanoke</li> <li>• assembly</li> </ul>		
--	--	--

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

**2014 NJ Technology Standards:**

**8.1 Educational Technology ([Word](#) | [PDF](#))**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Unit 3 Grade 5: Unit 3: Early English Settlements

PACING: 4-6 Weeks

Unit 3 NJCLS	Suggested Activities	Unit 3: Early English Settlements
<p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War</p> <p>6.1.8.C.3.a Explain how taxes and</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a> Timelines Direct Instruction Group learning Technology based learning Analysis of primary and secondary documents-document based questions (DBQ) Role playing activities Debates Reading informational text Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Listening and responding to stories about famous figures of the American Revolution</p>	<p><b>Essential Questions</b></p> <p>How did resources define colonial regions? (New England, Middle, Southern)</p> <p>How did preparation, hard work, and cooperation determine success or failure within a colony?</p> <p>How and why did people work together in colonial America?</p> <p>How do resources shape regions?</p> <ul style="list-style-type: none"> <li>● Describe key geographical features of Early Americas.</li> <li>● Analyze the major causes for the settlement of the New World..</li> <li>● Trace the origins of government and why he colonists chose a democratic system of government.</li> <li>● Evaluate the hardships that the settlements endured. .</li> <li>● Describe the roles and various accomplishments of major figures in colonial America.</li> <li>● Compare and contrast historical and contemporary maps.</li> <li>● Use background knowledge of world orientation (continents, countries, oceans, etc.)</li> </ul>



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different <b>perspectives</b> of a topic.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the different colonial regions (New England, Middle, and Southern colonies).</li> <li>● Determine how and why a colony is either successful or unsuccessful. Justify the value of various jobs within a colony.</li> <li>● Compare and contrast colonial life with modern life.</li> </ul>
---	--

### Unit 3 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Unit Quiz in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the New England region</li> <li>● describe the major geographical features of New England and how they have influenced the region’s culture and economy</li> <li>● recall that many Europeans came to New England in search of religious freedom</li> <li>● describe how early struggles to survive and self-government fostered a spirit of independence in New Englanders and contributed to its resistance to British rule in the mid 1700s</li> </ul> <p>Famous Figures of Colonial America Project and Presentation:</p> <ul style="list-style-type: none"> <li>● research a famous colonist and role-play an interview of that person.</li> <li>● take notes on the person’s life and role in Colonial, and write a script of the interview</li> <li>● properly cite sources and prepare a bibliography</li> <li>● practice effective oral presentation skills in performing the interview, either live or filmed</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

District/School Texts	District/School Supplementary Resources
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Newsela</li> <li>● Discovery Ed</li> <li>● Youtube.com</li> <li>● Readworks.org</li> <li>● <i>Why Don’t you Get a Horse, Sam Adams</i> (by Jean Fritz, Puffin Books, 1974)</li> <li>● <i>Can’t you Make them Behave, King George</i> (by Jean Fritz, Puffin Books, 1977)</li> <li>● <i>Will you sign here, John Hancock?</i> (by Jean Fritz, Puffin Books, 1976)</li> <li>● Discovery Education</li> <li>● <a href="https://www.archives.gov/education">https://www.archives.gov/education</a></li> <li>● <a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></li> </ul>

Plan for Word Study Grade 5 Unit 3		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● service business</li> <li>● watershed</li> <li>● tributary</li> <li>● estuary</li> <li>● grant</li> <li>● indentured servant</li> <li>● industry</li> <li>● plantation</li> <li>● West Indies</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>● independence</li> <li>● revolution</li> <li>● erosion</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● region</li> <li>● economy</li> <li>● tourism</li> </ul>

Interdisciplinary Connections throughout the K-12 Curriculum
<p><b>ELA:</b></p>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### Modifications for Homework and Assignments

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Unit 4 Grade 5: American Revolution and the Founding of the New Nation

**PACING: 4-6 Weeks**

Unit 4 NJSLs	Suggested Activities	Unit 4 American Revolution and the Founding of the New Nation
<p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p>	<p><b><u>Essential Questions</u></b></p> <p>Why is it important that people have a voice in their government?</p> <p>Why do people have different opinions about government?</p> <p>How do innovations in communication technology impact people’s lives?</p>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War</p> <p>6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Listening to stories</p> <p>Creating a timeline of major events throughout the Revolutionary War</p> <p>Debate between being a Loyalist and a Patriot</p>	<p>What are different ways people attempt to resolve conflicts?</p> <ul style="list-style-type: none"> <li>● Understand the significant events that led to the Revolutionary War.</li> <li>● Analyze the varied opinions the colonists held about the English government.</li> <li>● interpret how did various opinions influence the course of the American Revolution.</li> <li>● Understand how communication helped to unite the colonies during the American Revolution.</li> <li>● Compare and contrast how the colonists attempted to resolve the conflict with England in different ways.</li> </ul>
---	---	--

### Unit 4 Grade 5 What This May Look Like

District/School Formative Assessment Plan	District/School Summative Assessment Plan
---	---

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● list the major catalysts of the American Revolution.</li> <li>● recognize the varying perspectives of an early colonist during the revolution</li> <li>● recall significant historical events of the Revolutionary War</li> <li>● Understand the lasting impact of the Revolutionary War on our Nation</li> </ul> <p>“Propaganda” research &amp; advertising project: Choose the side of a Loyalist or a Patriot and create a piece of propaganda that supports and attempts to spread your view.</p>
<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p> <ul style="list-style-type: none"> <li>● <i>What’s the Big Idea, Ben Franklin?</i> (by Jean Fritz, Puffin Books, 1976)</li> <li>● <i>Where was Patrick Henry on the 29th of May?</i> (by Jean Fritz, Coward-McCann, 1975)</li> <li>● Discovery Education videos</li> </ul>

### Plan for Word Study Grade5 Unit 4

<b><u>New Academic Vocabulary:</u></b>	<b><u>Academic Vocabulary Review:</u></b>	<b><u>Tier 2 Vocabulary:</u></b>
--	---	----------------------------------



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- ethnic group
- diversity
- population density
- megalopolis
- plateau
- delegate
- First Continental Congress
- Parliament
- proclamation
- protest
- repeal
- taxation without representation
- Loyalists
- neutral
- Patriots
- traitor
- Declaration of Independence
- Founding Fathers
- militia
- Minuteman

- urban
- rural
- agriculture
- import
- massacre
- veto

- independence
- act
- boycott
- natural resources
- political party

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Second Continental Congress</li><li>• the Articles of Confederation</li><li>• cabinet</li><li>• checks and balances</li><li>• compromise</li><li>• constitutional</li><li>• Constitutional Convention</li><li>• executive branch</li><li>• impeach</li><li>• judicial branch</li><li>• legislative branch</li><li>• amendment</li><li>• Bill of Rights</li><li>• civil</li><li>• due process</li><li>• jury</li><li>• prejudice</li><li>• ratify</li></ul> |  |  |
|--|--|--|

Interdisciplinary Connections throughout the K-12 Curriculum

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### **Financial Literacy:**

- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.
- 9.1.8.A.6 Explain how income affects spending decisions.

### **ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**  
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

society, and the environment.

### **Differentiation / Accommodations / Modifications**

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### **Students with Disabilities:**

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Unit 5 Grade 5: Origins of Slavery in America and the Civil War PACING: 3 - 4 Weeks

Unit 5 Grade 5: Origins of Slavery in America and the Civil War PACING: 3 - 4 Weeks		
Unit 5 NJCLS	Suggested Activities	Unit 5: Origins of Slavery in America and the Civil War
<p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country</p> <p>6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives</p> <p>6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war</p>	<p>Web Quest <a href="http://webquest.org/">http://webquest.org/</a></p> <p>Timelines</p> <p>Direct Instruction</p> <p>Group learning</p> <p>Technology based learning</p> <p>Analysis of primary and secondary documents-document based questions (DBQ)</p> <p>Role playing activities</p> <p>debates</p> <p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Reflective writing/journaling</p>	<p><b>Essential Questions</b></p> <p>How does conflict arise from social and economic differences?</p> <p>How does a civil war influence the culture of a nation?</p> <p>How are industry and technology advantageous during war?</p> <ul style="list-style-type: none"> <li>● Analyze the perspective of southerners, especially wealthy plantation owners, during the American Revolution and Civil War</li> <li>● Describe the plight of enslaved African Americans in the mid-1800s and the slave trade.</li> <li>● Examine the causes, conflicts and outcome of the Civil War, especially in the Southeast region</li> <li>● Read and interpret Civil War battle maps</li> <li>● Describe the importance of barrier islands in the Southeast region, and the impact human development on barrier islands</li> <li>● Describe the impact of the Southeast region’s geography and history on its economy</li> <li>● Discuss the contributions of African Americans to the county.</li> </ul>
Unit 5 Grade 5 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
In-class Discussions	Tests	

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Final Presentations (performance, technical, or media)</p> <p>Research Projects</p> <p>Historical Essays</p> <p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the southeast region</li> <li>● describe the geography of the region and how it has impacted its economy and culture</li> <li>● describe the main causes and effects of the Civil War, including the efforts of abolitionists and why slavery was so deeply rooted in the Southeast region</li> <li>● describe how the Southeast climate has had both positive and negative effects on its coastal plains and barrier islands</li> </ul> <p>Map and Postcard Project... Each student or group of students is assigned one of the Southern or Northern States:</p> <ul style="list-style-type: none"> <li>● label a blank printout (or online version) of the state with its capital, major cities, historic/cultural landmarks, major rivers &amp; lakes, mountains, plains, forests and other geographic features.</li> <li>● pretend they are tourists in that state and write postcards home describing four places they have visited and what they have learned based upon the socio-economic characteristics of their state.</li> </ul>
<p><b>District/School Texts</b></p>	<p><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachtci.com">www.teachtci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p>

**Plan for Word Study Grade 5 Unit 5**



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### New Academic Vocabulary::

- descendents
- Union
- Confederacy
- abolitionist
- plantation
- coastal plain
- barrier island
- bayou
- delta
- cash crops
- piedmont
- textiles
- Middle Passage
- overseer
- slave auction
- slave trade
- triangular trade
- free state
- secede
- sectionalism

### Academic Vocabulary Review:

- civil war
- underground railroad
- industrialization
- draft

### Tier 2 Vocabulary:

- immigrants
- hurricane

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<ul style="list-style-type: none"> <li>● slave state</li> <li>● Emancipation Proclamation</li> <li>● Gettysburg</li> <li>● technology</li> <li>● corporation</li> <li>● division of labor</li> <li>● globalization</li> <li>● mass production</li> <li>● productivity</li> <li>● urbanization</li> </ul>		
--	--	--

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

	<p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p> <p><b>CRP10. Plan education and career paths aligned to personal goals.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p> <p><b>CRP12. Work productively in teams while using cultural global competence.</b></p>
--	---

<b>2014 Technology Standards</b>	
----------------------------------	--

<p><a href="#"><u>2014 NJ Technology Standards:</u></a></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
---	--

<b>Differentiation / Accommodations / Modifications</b>	
---	--

### **Gifted and Talented:**

**Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

**Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

**Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### Unit 6: Manifest Destiny and Settling the West

**Pacing: 4-6 weeks**

NJ Learning Standards	Knowledge and Skills Students will Demonstrate	Suggested Activities
<p>6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation</p>	<ul style="list-style-type: none"> <li>• Reading informational text</li> <li>• Researching and Note-taking</li> <li>• Analysis of maps, graphs and infographics</li> <li>• Collaborative projects</li> <li>• Interpreting primary and secondary sources</li> <li>• How population growth, exploration, trade, and legislation facilitated the westward expansion of the United States</li> <li>• The significance of the California Gold Rush</li> <li>• Patterns of interaction between the United States government, settlers, and Native Americans</li> <li>• How the concept of Manifest Destiny contributed to westward expansion</li> <li>• What it was like to live on the frontier</li> <li>• The role of women, African Americans, and immigrants in westward expansion and in frontier life</li> <li>• How paintings and other romantic portrayals of the West helped shape attitudes toward westward expansion</li> </ul>	<p><b>Essential Questions</b></p> <p>Why did Americans of European descent feel so compelled to expand the country westward?</p> <p>What might 19th-century Native Americans have said about Manifest Destiny?</p> <p>Why would they have taken this perspective?</p> <p>How might the country have developed differently if no gold or other precious minerals had been discovered in the West?</p> <p>What would it have been like to walk in the shoes of a 19th-century settler in the West?</p> <p>What did 19th-century federal legislation and military activity reveal about the government’s attitude toward westward expansion?</p> <p>In what ways did westward expansion rely on immigration?</p> <ul style="list-style-type: none"> <li>• Describe the motives behind Spanish settlement in the Southwest</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans</p>		<p>region and its impact on the Native Americans there;</p> <ul style="list-style-type: none"><li>● Explain how westward expansion of U.S. territory led to conflicts with Native Americans and Mexico</li><li>● Explain the circumstances surrounding the Indian Removal of the Cherokees and others along the “Trail of Tears”</li><li>● Study and evaluate primary, secondary and tertiary sources related to the removal of Native Americans to Indian Territory.</li><li>● Analyze &amp; evaluate the positive and negative features of the Southwest’s geography</li><li>● Describe the economic factors that led to increased farming in the Great Plains and destruction of the soil in the 1920s</li><li>● Describe the causes and effects of the dust storms that devastated the Great Plains in the mid 1930s, especially how, coupled with the Great Depression, farmers of the Midwest lost their livelihoods and were forced to move</li><li>● Explain how the region’s history and geography have affected its economy and relate to current day situations.</li><li>● Describe the causes and effects of westward expansion in the Midwest region during the 1800s.</li><li>● Explore the operation of canals and their importance in the Great Lakes region during the mid 1800s.</li></ul>
---	--	--

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

		<ul style="list-style-type: none"> <li>● Describe the role of the Midwest region during the Civil War era</li> <li>● Examine the effects of the Industrial Revolution on the Midwest region, especially on transportation and city life</li> <li>● Describe important industries, past and present, of the Midwest region.</li> <li>● Describe and evaluate the products and advertising methods of food processing companies in the Midwest region</li> </ul>
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
<p>Class discussions          sharing of prior knowledge          conferences with students and student groups          homework assignments          reflective writing assignments          teacher observations</p>		<p>Post-unit quiz, in which students:</p> <ul style="list-style-type: none"> <li>● describe the Spanish exploration of the SW region and subsequent conflicts with Native Americans and the United States</li> <li>● describe the unique geography &amp; climate of the SW region and how people have adapted to it</li> <li>● recall lessons learned from the Dust Bowl</li> <li>● explain how natural resources of the region have helped its economy</li> </ul> <p>Native American research project: Each student or student group chooses one Native American tribe or nation to research; uses the notes from their research to create a personal narrative as if they <u>are</u> a Native American; labels a map showing where their tribe lives/has lived; and depicts themselves as a life-sized paper doll.</p> <p>Family on the Frontier Writing assignment: Write a short story describing the experiences of a farming family who moved west during the mid-1800s.</p> <p>Post-unit test in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the midwest region</li> <li>● describe the geography of the midwest region and how it has impacted its</li> </ul>



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

	<p>economy, history and culture</p> <ul style="list-style-type: none"> <li>● explains the region’s role in westward expansion, especially in building canals and developing new farming techniques</li> </ul> <p>Midwest Food-Processing company research project: research a Midwest food processing company and analyze the advertizing methods it uses to sell its products, focusing on the negative and positive effects of advertising claims on consumers</p>
<b>Core Instructional Materials</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachci.com">www.teachci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education videos</li> <li>● Photographs/stories of key place in the region</li> <li>● <i>The Dust Bowl- Through the Lens</i> (by Martin W. Sandler, Walker Childrens, 2009)</li> <li>● Various print (from library) and online sources for Native American project</li> </ul>

Plan for Word Study Grade 5 Unit 6		
<p><b><u>New Academic Vocabulary::</u></b></p> <ul style="list-style-type: none"> <li>● cede</li> <li>● aquifer</li> <li>● Manifest destiny</li> <li>● canal</li> <li>● lock</li> <li>● Industrial Revolution</li> </ul>	<p><b><u>Academic Vocabulary Review:</u></b></p> <ul style="list-style-type: none"> <li>● nomadic</li> <li>● mesa</li> <li>● petrified</li> <li>● pioneers</li> <li>● prairie</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● culture</li> <li>● Dam</li> <li>● Steel Plow</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<ul style="list-style-type: none"> <li>● flyway</li> <li>● levee</li> <li>● mechanical reaper</li> <li>● threshing machine</li> </ul>		
---	--	--

Interdisciplinary Connections throughout the K-12 Curriculum	
<p><b>ELA:</b></p> <p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
Integration of 21st Century Themes and Skills	
<p><u><a href="#">21st Century Skills/ Career Ready Practices:</a></u></p>	<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP2. Apply appropriate academic and technical skills.</b></p> <p><b>CRP3. Attend to personal health and financial well-being.</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason.</b></p> <p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p> <p><b>CRP10. Plan education and career paths aligned to personal goals.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p> <p><b>CRP12. Work productively in teams while using cultural global competence.</b></p>
2014 Technology Standards	
<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology (<a href="#">Word</a>   <a href="#">PDF</a>)</b></p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b></p>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

[\(Word | PDF\)](#)

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

Pacing: 2-3 Weeks		<b>Grade 5 Unit 7: Shaping America’s Economy</b>	
NJSL Standards	Suggested Activities	<b>Unit 1 Shaping America’s Economy</b>	
<p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans</p> <p>6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p>	<p><b><u>Essential Questions</u></b></p> <p>How does Technological change influences people's lives and society?</p> <p>What social, political and economic opportunities and problems arise from changes in technology?</p> <p>How does the free-market system in the United States serves as an engine of innovation and invention?</p> <p>Why is geography is the foundation for civilization, settlement, and culture?</p> <ul style="list-style-type: none"> <li>● analyze the advantages and disadvantages of the Louisiana Purchase</li> <li>● Describe the effects of US expansion on people in the Mountain West region</li> <li>● Explain how the geography of the Mountain West region has affected its history, culture, economy and demographic characteristics</li> <li>● Research the history, geography, landmarks and attractions of a National Park in the Mountain West region</li> <li>● Describe the cultural and economic impacts that occurred as a result of trade between North America and other markets (e.g., arts, language, ideas, the beginning and expansion of the slave trade, new agricultural markets).</li> <li>● Compare how cultural and economic differences of the North and South led to tensions.</li> </ul>	
<b>Unit 7 Grade 5 What This May Look Like</b>			
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>	
<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p>		<p>Post-unit quiz in which students</p> <ul style="list-style-type: none"> <li>● name the states of the Mountain West region</li> <li>● describe important geographic features and natural resources of the region, and how they have impacted the economy, especially tourism</li> <li>● describe the region’s role in conflicts with Native Americans and westward</li> </ul>	

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p style="text-align: center;">expansion</p> <p>Regions Economy Project: Each student or student group must research a region within our nation and create a presentation about that region that highlights its history, geographic and geological phenomena, and recreational opportunities. In addition the project will highlight the various economic differences between the various regions.</p> <ul style="list-style-type: none"> <li>• This project will enable us to hold a classroom discussion about the economic differences of the united states regions. We will then use this as an opportunity to create a compare/contrast assignment.</li> </ul>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Social Studies Alive! America’s Past</li> <li>• Interactive Student Notebook</li> <li>• <a href="http://www.teachtc.com">www.teachtc.com</a> (videos, articles, and interactive lessons)</li> <li>• <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p> <ul style="list-style-type: none"> <li>• print and online sources for “National Parks of the Mountain West Region” research project (Some print sources borrowed from library)</li> </ul>

Plan for Word Study Grade 5 Unit 8		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• Continental Divide</li> <li>• glacier</li> <li>• geyser</li> <li>• avalanche</li> <li>• ranch</li> <li>• free market economy</li> <li>• interest</li> <li>• specialization</li> <li>• tariff</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• consumer</li> <li>• demand</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• producer</li> <li>• supply</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Integration of 21st Century Themes and Skills

**21st Century Skills/ Career Ready Practices:**

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP9. Model integrity, ethical leadership and effective management.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**

### 2014 Technology Standards

**2014 NJ Technology Standards:**

- 8.1 Educational Technology ([Word](#) | [PDF](#))**  
All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming ([Word](#) | [PDF](#))**



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### **Differentiation / Accommodations / Modifications**

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

Pacing: 2-3 Weeks <b>Grade 5 Unit 8: Diversity in the West</b>		
NJSL Standards	Suggested Activities	Unit 1 Diversity in the West
<p>6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere</p> <p>6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes</p> <p>6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration</p> <p>6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation</p> <p>6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World</p> <p>6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<p>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p> <p>Oral presentation (live or digital)</p> <p>Narrative writing from the perspective of a 49er</p>	<p><b><u>Essential Questions</u></b></p> <p>What is culture?</p> <p>What can we learn about a culture through its art forms?</p> <p>What are the benefits and challenges of a diverse society?</p> <p>Why should we study other cultures and what does it teach us?</p> <p>How do the beliefs and values of a diverse culture affect individuals and society? .</p> <p>What happens when cultures collide? •</p> <p>Why do people live together and form societies?</p> <ul style="list-style-type: none"> <li>● Describe how the earliest people arrived in the Pacific region, how Spanish missionaries and other European powers influenced native peoples, and how &amp; why Americans eventually explored and settled in the Pacific region.</li> <li>● Describe the land and climate of the western region, and why it attracted settlers in the mid-1800s</li> <li>● Global societies are diverse, creating varied perspectives, contributions, and challenges.</li> <li>● People are affected by environmental, economic, social, cultural, and civic concerns.</li> <li>● Culture is both a unifying and divisive force in human relations</li> <li>● Explain the circumstances surrounding the 1894 California gold rush; explore the positive and negative effects of the California Gold Rush</li> <li>● Interpret data from readings, maps and graphs to analyze westward expansion</li> <li>● Describe some of the experiences of people who went west on the various overland trails in the mid 1800s</li> <li>● Use maps and a picture graph to analyze the prevalence and eruptions of volcanoes in the Pacific west region.</li> </ul>

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

<p>6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>		<ul style="list-style-type: none"> <li>● Explain the frequency of earthquakes in the West due to its location in the Ring of Fire</li> <li>● Explore and describe the importance of natural resources and wildlife in Alaska</li> </ul>
--	--	---

<b>Unit 9 Grade 5 What This May Look Like</b>
---

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
--	--

<p>In-class Discussions</p> <p>Brief reflection writing assignments</p> <p>Homework Assignments</p> <p>Teacher Questions</p> <p>Exit Slips <a href="http://www.adlit.org/pdfs/strategy-library/exitslips.pdf">http://www.adlit.org/pdfs/strategy-library/exitslips.pdf</a></p> <p>peer /self assessment</p> <p>Learning response logs</p> <p>Surveys</p> <p>Constructive quizzes</p> <p>Teacher Observation</p>	<p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● recall which states are part of the Pacific region</li> <li>● describe the positive and negative effects of the Pacific region’s geography and climate</li> <li>● describe the impact of the Homestead Act and the discovery of gold on the region’s expansion and economic growth</li> <li>● explain what causes the midnight sun and the northern lights</li> <li>● explain how Alaska and Hawaii became part of the United States</li> </ul> <p>Alaska’s Natural Resources and Wildlife research project... learn about one of Alaska’s many important natural resources or wild animals, and develop a presentation that shows</p> <ul style="list-style-type: none"> <li>● where &amp; how in Alaska the animal lives or where the resource is located</li> <li>● historical information (ex: when oil was first discovered in Alaska)</li> <li>● the positive and/or negative relationship it has with its environment</li> <li>● how the resource or animal is useful to humans</li> <li>● how the resource or animal has been overused or endangered, and what protective measures (if any) are being taken</li> </ul>
---	--

<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
-------------------------------------	--

<ul style="list-style-type: none"> <li>● Social Studies Alive! America’s Past</li> <li>● Interactive Student Notebook</li> <li>● <a href="http://www.teachteci.com">www.teachteci.com</a> (videos, articles, and interactive lessons)</li> <li>● <a href="http://www.njamistadcurriculum.net/history/units">http://www.njamistadcurriculum.net/history/units</a></li> </ul>	<p>Newsela</p> <p>Discovery Ed</p> <p>Youtube.com</p> <p>Readworks.org</p> <p><a href="https://www.archives.gov/education">https://www.archives.gov/education</a></p> <p><a href="http://historicalthinkingmatters.org/">http://historicalthinkingmatters.org/</a></p> <ul style="list-style-type: none"> <li>● print and online sources for “National Parks of the Mountain West Region” research project (Some print sources borrowed from library)</li> </ul>
---	--

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

### Plan for Word Study Grade 5 Unit 9

Plan for Word Study Grade 5 Unit 9		
<p><b><u>New Academic Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• entrepreneur</li> <li>• prospector</li> <li>• forty-niner</li> <li>• homesteading</li> <li>• Homestead Act</li> <li>• Sop tundra</li> <li>• acquisition</li> <li>• annex</li> <li>• boundary</li> <li>• cede</li> <li>• Californio</li> <li>• claim</li> <li>• immigran</li> <li>• missionary</li> <li>• Mormom</li> <li>• Nez Perce</li> <li>• pioneer, rancho</li> <li>• transcontinental</li> <li>• yoke</li> </ul>	<p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• expedition</li> <li>• manifest destiny</li> <li>• reservation</li> <li>• territory</li> <li>• land bridge</li> </ul>	<p><b><u>Tier 2 Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>• volcano</li> <li>• earthquake</li> <li>• tsunami</li> <li>• ice age</li> </ul>

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  
 SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.
- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**  
 ([Word](#) | [PDF](#))  
 All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of class notes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.



## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

### **Students at Risk of School Failure:**

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist students with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication

## Green Township School District Grade 5 Social Studies Curriculum -Revised 2019

- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.