

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

| Pacing: 2 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Unit 1: Map Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Standards and Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Skills and Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <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 mpa</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 types of map, determines what type it is and how it is used</p> <p>Vocabulary: globe, map, continent, ocean, compass rose, cardinal directions, intermediate directions, latitude, longitude, equator, Prime Meridian, hemisphere, North Pole, South Pole, scale, symbol, legend, locator, political map, physical map, historical map, road map</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> |
| District/School Formative Assessment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | District/School Summative Assessment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Class discussions in which student share prior knowledge; teacher observations during individual and group activities; homework</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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                           | <ul style="list-style-type: none"> <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>• <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> </ul> | <ul style="list-style-type: none"> <li>• Laminated world maps</li> <li>• Online map activities</li> <li>• Discovery Education videos</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            |

### Interdisciplinary Connections throughout the K-12 Curriculum Unit 1 Grade 5

**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.**

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|  | <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
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| <b>2014 Technology Standards</b> |  |
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| <p><a href="#">2014 NJ Technology Standards:</a></p> | <p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)<br/>         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>)<br/>         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> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p> |
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| <b>Differentiation / Accommodations / Modifications</b> |  |
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### **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:**

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### **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**

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- 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

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- 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
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| UNIT 2: Exploration and Colonization of North America Pacing: 3 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Unit 2 Standards and Suggested Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Unit 2 Skills and Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>6.1.8.B.1.a</p> <p>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</p> <p>Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b</p> <p>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.A.2.c</p> <p>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</p> <p>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>Map Studies</p> <p>Responding to Informational Text and Film</p> <p>Journaling and sharing journal entries</p> <p>Notetaking</p> <p>Vocabulary: Yukon, domesticate, maize, spiritual, revelation, diminish, colony, colonialism, exploit, Imperialism, New World, dominance, indigenous, perilous, isthmus, conquistador, Encomienda system, tribute, outs, demise, indentured servant, pilgrim, hardtack, smallpox, adobe, wattle, daub, drought, pottage, Puritans, Separatists, Society of Friends, heretic, hearth, horn book, King Philip’s War, militia, Proclamation of 1763</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> |

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| Unit 2 : Exploration and Colonization of North America                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| District/School Formative Assessment Plan                                                                                                        | District/School Summative Assessment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Class Discussions, sharing of prior knowledge;</p> <p>homework</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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Chronicle of America- Colonial Times (Scholastic, Joy Masoff)</p> <p>American Frontier- Westward Expansion (Mark Twain Media, George Lee)</p> | <p>Online sources (<a href="http://kidskonnnect.com">kidskonnnect.com</a>, <a href="http://landofthebrave.info">landofthebrave.info</a>); Discovery Education</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### Interdisciplinary Connections throughout the K-12 Curriculum

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- 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.
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### Integration of 21st Century Themes and Skills

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

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- 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.**
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- CRP9. Model integrity, ethical leadership and effective management.**
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- 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.
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### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

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

- Conduct research and provide presentation of various topics.

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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
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### **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
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- Model skills / techniques to be mastered.
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- 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**

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- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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## **Students at Risk of School Failure:**

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
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| <b>Unit 3: New England Region</b> Pacing: 4 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Unit 3 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                  | <b>Unit 3 Knowledge and Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <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 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> | <p>Reading informational text</p> <p>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>Vocabulary: region, economy, tourism, service business, independence, revolution, watershed, erosion, tributary, estuary</p> | <ul style="list-style-type: none"> <li>● Analyze important historical events in the New England, especially its role in America’s fight for independence</li> <li>● Describe the causes and effects of tensions between Great Britain and New England in colonial times</li> <li>● Analyze and evaluate the contributions of famous New Englanders to the American Revolution</li> <li>● Describe the physical geography and climate of New England, and its effect on the region’s economy and culture</li> </ul> |

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| District/School Formative Assessment Plan                                                              | District/School Summative Assessment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students</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> <li>● describe important leaders of the American Revolution and their contributions to our nation’s founding</li> </ul> <p>Famous Figures of the Revolution Research Project and Presentation:</p> <ul style="list-style-type: none"> <li>● research a famous person from the Revolutionary War and role-play an interview of that person.</li> <li>● take notes on the person’s life and role in the Revolution, 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> |
| District/School Texts                                                                                  | District/School Supplementary Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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| <ul style="list-style-type: none"> <li>● <i>Regions of the United States- New England</i><br/>(Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>● <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>● <i>I Think: Geography- US Regions</i> (Inspired Educators, Inc, 2008)</li> </ul> | <ul style="list-style-type: none"> <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> </ul> |
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### Interdisciplinary Connections throughout the K-12 Curriculum Unit 3 Grade 5

**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.**

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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|  | <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
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### 2014 Technology Standards

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><a href="#">2014 NJ Technology Standards:</a></p> | <p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)<br/>         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>)<br/>         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> |
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### 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.



## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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**

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- Repetition and practice
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- 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**

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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**

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## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

| <b>Unit 4: Mid Atlantic Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                           | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Unit 4 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                           | <b>Unit 4 Skills and Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <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.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>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Listening to stories</p> <p>Vocabulary: urban, rural, agriculture, ethnic group, diversity, population density, megalopolis, natural resources, plateau</p> <p>Career Quest Research project</p> | <ul style="list-style-type: none"> <li>● Explain and evaluate the differences between urban and rural areas in the Middle Atlantic Region</li> <li>● Describe important people and events in the Mid Atlantic region during colonial and Revolutionary times</li> <li>● Read &amp; interpret excerpts from the Declaration of Independence</li> <li>● describe the land and water forms of the Mid-Atlantic region, and how they related to the area's tourism and economy.</li> <li>● Research industries and careers of the Mid Atlantic region, and prepare a presentation that analyzes the training, education, skills and salary scales of a career in the region, as well as the interrelationship of career choices, cost of living and spending decisions.</li> </ul> |

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

| District/School Formative Assessment Plan                                                                                                                                                                                                                                                                                                                  | District/School Summative Assessment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Class discussions, sharing of prior knowledge, homework, class work, conferencing with students                                                                                                                                                                                                                                                            | <p>Post-unit quiz in which students:</p> <ul style="list-style-type: none"> <li>● name the states of the Middle Atlantic region</li> <li>● recognize the demographic and geographical diversity of the Middle Atlantic region</li> <li>● recall significant historical events of the region, especially in Pennsylvania</li> <li>● name important industries in the Middle Atlantic economy</li> </ul> <p>“See a City” research &amp; advertising project: Research a major city in the Middle Atlantic region and design an advertisement that promotes the city as a destination for tourists</p> |
| District/School Texts                                                                                                                                                                                                                                                                                                                                      | District/School Supplementary Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>● <i>Regions of the United States- The Mid-Atlantic</i> (Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>● <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>● <i>I Think: Geography- US Regions</i> (InspirEd Educators, Inc, 2008)</li> </ul> | <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>                                                                                                                                                                                                                                                                                                                          |

### Interdisciplinary Connections throughout the K-12 Curriculum

**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.

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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.
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### Integration of 21st Century Themes and Skills

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

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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
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### 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.
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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 2017

### Gifted and Talented:

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

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#### **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.
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## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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### **Modifications for Classroom**

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- Ask students to restate information, directions, and assignments.
- Repetition and practice



## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- Model skills / techniques to be mastered.
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## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

| <b>Unit 5: Southeast Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                              | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Unit 5 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              | <b>Unit 5 Skills and Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <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>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Reflective writing/journaling</p> <p>Vocabulary: immigrants, descendents, civil war, Union, Confederacy, abolitionist, plantation, underground railroad, coastal plain, barrier island, bayou, delta, cash crops, piedmont, hurricane, textiles</p> | <ul style="list-style-type: none"> <li>● Describe the interactions between Native Americans and early European settlers in the Southeast region</li> <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</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> </ul> |
| <b>District/School Formative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              | <b>District/School Summative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students</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>                                                                                                                                                                                                                                 |

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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|                                                                                                                                                                                                                                                                                                                                                         | <p>Map and Postcard Project... Each student or group of students is assigned one of the Southeast states and must:</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.</li> </ul> |
| <b>Core Instructional Materials</b>                                                                                                                                                                                                                                                                                                                     | <b>District/School Supplementary Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>● <i>Regions of the United States- The Southeast</i> (Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>● <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>● <i>I Think: Geography- US Regions</i> (Inspired Educators, Inc, 2008)</li> </ul> | <ul style="list-style-type: none"> <li>● Discovery Education videos</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

### Interdisciplinary Connections throughout the K-12 Curriculum

**ELA:**

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- 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.**

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|  | <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> |
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### 2014 Technology Standards

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><a href="#">2014 NJ Technology Standards:</a></p> | <p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)<br/>         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><br/>         (<a href="#">Word</a>   <a href="#">PDF</a>)<br/>         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> |
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### 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

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- 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.

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- 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 classnotes
- Preferential seating to be mutually determined by the student and teacher
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### **Modifications for Homework and Assignments**

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## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

### **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.

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| <b>Unit 6: Southwest Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                           | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Unit 6 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           | <b>Unit 6 Skills and Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <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>Reading informational text</p> <p>Researching and Note-taking</p> <p>Analysis of maps, graphs and infographics</p> <p>Collaborative projects</p> <p>Interpreting primary and secondary sources</p> <p>Vocabulary: culture, cede, nomadic, mesa, petrified, aquifer</p> | <ul style="list-style-type: none"> <li>● Describe the motives behind Spanish settlement in the Southwest region and its impact on the Native Americans there;</li> <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 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> </ul> |
| <b>District/School Formative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           | <b>District/School Summative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students &amp; student groups</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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>economy</p> <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 y depicts themselves as a life-sized paper doll.</p> |
| <b>Core Instructional Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>District/School Supplementary Resources</b>                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>● <i>Regions of the United States- The Southwest</i><br/>(Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>● <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>● <i>I Think: Geography- US Regions</i> (InspirEd Educators, Inc, 2008)</li> <li>● <i>I Think: US History- Westward Expansion</i> (InspirEd Educators, Inc, 2009)</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>                                       |

### 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.**

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| <p>9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice</p> <p>9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.</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> |
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### 2014 Technology Standards

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u><a href="#">2014 NJ Technology Standards:</a></u></p> | <p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)</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> <p>(<a href="#">Word</a>   <a href="#">PDF</a>)</p> <p>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> |
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### 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.
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- 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

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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:**

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

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- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.

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

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

### **Modifications for Classroom**

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- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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.
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- Establish procedures for accommodations / modifications for assessments.

| <b>Unit 7: Midwest Region</b>                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Unit 7 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                | <b>Unit 7 Skills and Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <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> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad</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>Narrative writing from the perspective of a pioneer</p> | <ul style="list-style-type: none"> <li>● Describe the causes and effects of westward expansion in the Midwest region during the 1800s.</li> <li>● Explore the the operation of canals and their importance in the Great Lakes region during the mid 1800s.</li> <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> </ul> |

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| <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>Vocabulary: pioneers, canal, lock, Industrial Revolution, flyway, dam, levee, prairie, steel plow, mechanical reaper, threshing machine</p> | <ul style="list-style-type: none"> <li>Describe and evaluate the products and advertising methods of food processing companies in the Midwest region</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>District/School Formative Assessment Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                | <p><b>District/School Summative Assessment Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students &amp; student groups</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 economy, history and culture</li> <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> |
| <p><b>Core Instructional Materials</b></p>                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                | <p><b>District/School Supplementary Resources</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li><i>Regions of the United States- The Midwest</i> (Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li><i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li><i>I Think: Geography- US Regions</i> (Inspired Educators, Inc, 2008)</li> <li><i>I Think: US History- Westward Expansion</i> (Inspired Educators, Inc, 2009)</li> </ul> |                                                                                                                                                | <ul style="list-style-type: none"> <li>YouTube clips</li> <li>Discovery Education videos</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.

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- 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.
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- 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:

- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

- 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.

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### 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 2017

*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**

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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.
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- 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
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### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
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- 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 2017

| <b>Unit 8: Mountain West Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 8 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  | <b>Unit 8 Skills and Knowledge</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>Vocabulary:<br/>Continental Divide, glacier, geyser, avalanche, ranch</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> </ul>                                                                                                                                                                                                               |
| <b>District/School Formative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  | <b>District/School Summative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students &amp; student groups</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 expansion</li> </ul> <p>National Park Research Project: Each student or student group must research a national park located in the Mountain West region and create a presentation about that park that highlights its history &amp; founding, geographic and geological phenomena, and recreational opportunities.</p> |
| <b>Core Instructional Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                  | <b>District/School Supplementary Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

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| <ul style="list-style-type: none"> <li>● <i>Regions of the United States- The West</i><br/>(Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>● <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>● <i>I Think: Geography- US Regions</i> (Inspired Educators, Inc, 2008)</li> <li>● <i>I Think: US History- Westward Expansion</i> (Inspired Educators, Inc, 2009)</li> </ul> | <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> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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.**
- 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.**

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>CRP12. Work productively in teams while using cultural global competence.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>2014 Technology Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b><u>2014 NJ Technology Standards:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>)<br/>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><br/>(<a href="#">Word</a>   <a href="#">PDF</a>)<br/>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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b><u>Gifted and Talented:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p> <ul style="list-style-type: none"> <li>● Use of Higher Level Questioning Techniques</li> <li>● Provide assessments at a higher level of thinking</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b><u>English Language Learners:</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Modifications for Classroom</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments.</li> <li>● Repetition and practice</li> <li>● Model skills / techniques to be mastered.</li> <li>● Extended time to complete class work</li> <li>● Provide copy of classnotes</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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.

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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 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
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- Encourage student to proofread assignments and tests
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- Teachers will check/sign student agenda daily
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### **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**

## **Green Township School District Grade 5 Social Studies Curriculum - Revised 2017**

- 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 2017

| <b>Unit 9: Pacific Region</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Pacing: 4 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Unit 9 Standards and Suggested Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Unit 9 Skills and Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <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>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> | <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 perspective of a 49er</p> <p>Vocabulary: volcano, earthquake, tsunami, ice age, land bridge, entrepreneur, prospector, forty-niner, homesteading, Homestead Act, tundra,</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>● 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> <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>District/School Formative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>District/School Summative Assessment Plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Class discussions, sharing of prior knowledge, homework, class work, conferencing with students &amp; student groups</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</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>economic growth</p> <ul style="list-style-type: none"> <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>• <i>Regions of the United States- The Pacific</i> (Raintree, a division of Reed Elsevier, Inc, Chicago, IL 2006)</li> <li>• <i>Spectrum Geography- Regions of the U.S.A</i> (Caron-Dellosa Publishing, LLC, 2007)</li> <li>• <i>I Think: Geography- US Regions</i> (Inspired Educators, Inc, 2008)</li> <li>• <i>I Think: US History- Westward Expansion</i> (Inspired Educators, Inc, 2009)</li> </ul> | <ul style="list-style-type: none"> <li>• Discovery Education videos</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.

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- 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

#### Gifted and Talented:

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

## Green Township School District Grade 5 Social Studies Curriculum - Revised 2017

- 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:**

*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.

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- 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
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher

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- 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.