

Winslow Township School District

Grade 5 Social Studies

Unit 1 - The First Americans

Overview: In this unit, students will learn about early Native American people in the Western Hemisphere. These groups include the Aztec, Inca, Hopi, Iroquois and other Native Americans from all parts of the region. They will learn the importance farming had on migration and settlement and the impact it had on all of the early people. This unit will discuss all of the early natives, their rise and fall of their empires, and the interactions that shaped future cultures. Students will research, explore, and discover knowledge, through demonstration of Language Arts Literacy skills, with some emphasis on writing.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u>Unit 1</u> The First Americans</p>	<p>6.1.5.HistoryUP.2 6.1.5.HistoryCC.6 6.1.5.GeoPP.4 6.1.5.GeoPP.5 6.1.5.GeoPP.6 6.1.5.GeoSV.1 6.1.5.GeoSV.5 6.1.5.GeoHE.1 6.1.5.GeoGI.4 6.1.5.EconGE.5 6.1.5.EconEM.5 WIDA 1,5</p>	<ul style="list-style-type: none"> • Compare and contrast forms of governance, belief systems and family structures among Native American groups. • Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere. • Explain how interactions among Native American groups began a cultural transformation. 	<ul style="list-style-type: none"> • How did farming and trade lead to the development of early civilizations? • How did the Aztec and the Inca build their powerful empires? • How did the Hopi and the Navajo use their environment to enrich their lives? • How did the Iroquois bring peace to their people? • How did the Native Americans of the Plains use their resources to survive? • How did the Tlingit use the environment of the Northeast coast?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Economic, religious, and political factors—as well as personal gain—motivated European exploration of the “New World.” • Exploration of the “New World” involved risk and reward, costs and benefits, success and failure. • European exploration of the “New World” impacted existing nations and peoples in a variety of positive and negative ways. 		

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Curriculum Unit 1	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1: The First Americans	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	1	7
	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.		
	6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.	1	
	6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.		
	6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.		
	6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).	3	
	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.		
	6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.		
	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.		
	6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.	1	
	6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.		
	Assessment, Re-teach and Extension			

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Core Idea	Indicator #	Performance Expectations
Events may be viewed differently based on one’s perspective.	6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
Patterns of settlement differ markedly from region to region, place to place, and time to time.	6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
	6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
	6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.

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Assessment Plan	
<ul style="list-style-type: none"> • Write a narrative essay about the life of early Native Americans • Complete workbook Assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions • Cultural poster and description of culture • Homework monitor and assess class work 	<ul style="list-style-type: none"> • Cultural Slideshow comparing and contrasting the groups that inhabited the land during this time period • Diorama of a Native American Village with legend • Flip book on the different cultures that include food, shelter, jobs, communication and history of its people • Short constructed response • Exit tickets
Resources	Activities
<ul style="list-style-type: none"> • Social Studies Textbook • Use Reference: “Guided Reading Close Reading Annotation Symbols” • Graphic Organizers and outline notes • Journal Entries and writing prompts • Leveled Reading • Writing Centers • Maps online and in textbook • www.Readworks.org • https://www.commonlit.org/ • https://www.mrdonn.org/ • Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ • NJ Climate Change Education Resources- https://www.nj.gov/education/standards/climate/index.shtml/ • New Jersey Holocaust Commission Resources Classroom instruction and activities will include, where appropriate, curricula on Holocaust and 	<ul style="list-style-type: none"> • Complete guided reading about Native American governments, belief systems and family structures. • Create a compare/contrast chart on family structures of Native Americans. • Write a brief summary of Native American belief systems. • Label on an outline map the migration patterns of Native Americans. • Complete outline notes on how settlement patterns affect different regions in the Western Hemisphere. • Complete outline notes on Native American culture.

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genocides and shall further emphasize personal responsibility that each citizen bears to fight racism and hatred whenever and wherever possible as per 18A:35-28 www.nj.gov/education/holocaust/

- **New Jersey Amistad Commission Resources- NJ Department of Education** - Classroom instruction and activities will include, where appropriate, curricula regarding the contributions of African Americans to our country as per 18A:52: www.nj.gov/education/amistad

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.1.5.FP.4: Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Study Guides, Study Aids and Re teaching as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Audio books and Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes and graphic organizer

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 4-5 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • Relate to and identify commonalities in history studies in student’s home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling • Label Classroom Materials - Word Walls 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • Raise levels of intellectual demands • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Critical and creative thinking activities that provide an emphasis on research and in-depth study • Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

4.MD.1.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.