

## Winslow Township School District

### Grade 5 Social Studies

#### Unit 2 - Age of Exploration

**Overview:** In this unit, students will learn about the Age of Exploration and how European explorers ventured to places like China, Africa and the Middle East. Students will evaluate the impact of the Columbian Exchange and the Spanish Empire. Students will discover the different settlements in North America and the quest to find a Northwest Passage. Students will research, explore, and discover knowledge, through demonstration of Language Arts Literacy skills, with some emphasis on writing. The topic of the Holocaust as will be examined and discussed as well.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p><u><a href="#">Unit 2</a></u> Age of Exploration</p>	<p><b>6.1.5.HistoryUP.3</b> <b>6.1.5.HistoryUP.4</b> <b>6.1.5.HistoryCC.4</b> <b>6.1.5.HistoryCC.5</b> <b>6.1.5.HistoryCC.10</b> <b>6.1.5.HistorySE.1</b> <b>6.1.5.GeoHE.3</b> <b>6.1.5.GeoGI.2</b> <b>6.1.5.GeoGI.3</b> <b>6.3.5.GeoHE.1</b> <b>6.1.5.EconET.3</b> <b>6.1.5.EconNM.4</b> <b>WIDA 1,5</b></p>	<ul style="list-style-type: none"> <li>• Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> <li>• Evaluate the impact of science, religion and technology innovations on European exploration.</li> <li>• Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</li> <li>• Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.</li> <li>• Students will be able to infuse the history of Jewish and Jewish Americans. They will also be able to understand the impact of the Holocaust on world history.</li> </ul>	<ul style="list-style-type: none"> <li>• How Marco Polo’s did travels to Asia interest the world?</li> <li>• How did trade expand during the middle Ages?</li> <li>• What happened when the people of Europe and Americas meet?</li> <li>• How did the arrival of Spanish explorers change life in the Americas?</li> <li>• What was life like for people in New Spain?</li> </ul>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> <li>• People came to colonial America—either by choice or by force—for economic, political, and religious reasons.</li> <li>• New and existing peoples in Colonial America interacted in both positive and negative ways (e.g., trade, slavery, cultural exchange).</li> <li>• The existing peoples, geography, natural resources, and climate of Colonial America presented settlers with opportunities and hardships.</li> <li>• When cultures meet for the first time they will exchange ideas and goods, as well as diseases and possible conflict.</li> <li>• Money was the driving force for exploration and as a result of that economically there were winners and losers.</li> <li>• Prejudice and the hurtful actions to which it leads can affect any person or any group at any time.</li> <li>• People with different backgrounds, but with a common cause, can effect great change.</li> </ul>	<ul style="list-style-type: none"> <li>• Why did Europeans search for a Northwest Passage?</li> <li>• How did England found colonies in North America?</li> <li>• How did Native Americans help the English at Plymouth?</li> <li>• Why and how were the Jews effected by the Holocaust?</li> <li>• How did the Holocaust affect the world and what lessons did they learn?</li> </ul>	

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 2: Age of Exploration</b>	<b>6.1.5.HistoryUP.3</b>	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.	3	7
	<b>6.1.5.HistoryUP.4</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.		
	<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.		
	<b>6.1.5.HistoryCC.5</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas		
	<b>6.1.5.HistoryCC.10</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.		
	<b>6.1.5.HistorySE.1</b>	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.		
	<b>6.1.5.GeoHE.3</b>	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	2	
	<b>6.1.5.GeoGI.2</b>	Use historical maps to explain what led to the exploration of new water and land routes.		
	<b>6.1.5.GeoGI.3</b>	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.		
	<b>6.3.5.GeoHE.1</b>	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.		
	<b>6.1.5.EconET.3</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	1	
	<b>6.1.5.EconNM.4</b>	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.		
	<b>Assessment, Re-teach and Extension</b>			

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Core Idea	Indicator #	Performance Expectations
Events may be viewed differently based on one’s perspective.	<b>6.1.5.HistoryUP.3</b>	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
	<b>6.1.5.HistoryUP.4</b>	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.4</b>	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
	<b>6.1.5.HistoryCC.5</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
Interactions of people and events throughout history have shaped the world we experience today.	<b>6.1.5.HistoryCC.10</b>	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
There are a variety of sources that help us understand the past.	<b>6.1.5.HistorySE.1</b>	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.1.5.GeoHE.3</b>	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
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.	<b>6.1.5.GeoGI.2</b>	Use historical maps to explain what led to the exploration of new water and land routes.
	<b>6.1.5.GeoGI.3</b>	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	<b>6.3.5.GeoHE.1</b>	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<b>6.1.5.EconET.3</b>	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
A nation’s economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	<b>6.1.5.EconNM.4</b>	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

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Assessment Plan	
<ul style="list-style-type: none"> <li>• Complete workbook Assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions</li> <li>• Cultural poster and description of culture</li> <li>• Homework monitor and assess class work</li> <li>• Exit tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Exhibit- develop a slideshow driven by images of the time period</li> <li>• Write a narrative essay in the form of a diary entry of a day in the life of a Holocaust survivor.</li> <li>• Short Constructed Responses</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• Social Studies Textbook</li> <li>• Use Reference: “Guided Reading Close Reading Annotation Symbols</li> <li>• Graphic Organizers and outline notes</li> <li>• Journal Entries and writing prompts</li> <li>• Leveled Reading</li> <li>• Writing Centers</li> <li>• Maps online and in textbook</li> <li>• <a href="http://www.Readworks.org">www.Readworks.org</a></li> <li>• <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>• <a href="https://www.mrdonn.org/">https://www.mrdonn.org/</a></li> <li>• <b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> <li>• <b>NJ Climate Change Education Resources-</b> <a href="https://www.nj.gov/education/standards/climate/index.shtml/">https://www.nj.gov/education/standards/climate/index.shtml/</a></li> <li>• <b>New Jersey Holocaust Commission Resources</b> Classroom instruction and activities will include, where appropriate, curricula on Holocaust and genocides and shall further</li> </ul>	<ul style="list-style-type: none"> <li>• Label on a map new water and land routes.</li> <li>• Write a summary to determine what led to the exploration of these new routes.</li> <li>• Complete questions on the technology innovations in explorations.</li> <li>• Draw a poster of a new invention for exploration and brief summary.</li> <li>• Write an expository essay about trade during this period.</li> <li>• Complete outline notes on the Columbian Exchange.</li> <li>• Write a summary of the impact on different perspectives of the Columbian Exchange.</li> <li>• Students will pick a person from the Holocaust and write a biography on them. Be sure to include their childhood, experience in the Holocaust, adult life, and their life after the Holocaust.</li> </ul>

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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/](http://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](http://www.nj.gov/education/amistad)

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**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
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.DC.8:** Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

**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).

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

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**Interdisciplinary Connections**

**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.

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**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.