

Winslow Township School District

Grade 5 Social Studies

Unit 3 - Settlements Take Root

Overview: In this unit, students will learn about the Spanish Colony in the Americas, and students will discover the establishment of the English Colonies in Virginia and the influence of the Pilgrims and Puritans in New England. Students will learn, explore, and discover knowledge through demonstration of Language Arts Literacy skills, with some emphasis on writing. Lastly, students will learn about the importance of learning the history and story of The Amistad.

Overview	Standards for Social Studies	Unit Focus	Essential Questions
<p>Unit 3</p> <p>Settlements Take Root</p>	<ul style="list-style-type: none"> • 6.1.5.CivicsPI.2 • 6.1.5.CivicsPI.3 • 6.1.5.CivicsPI.5 • 6.1.5.CivicsDP.2 • 6.1.5.CivicsPR.2 • 6.1.5.HistoryCC.12 • 6.1.5.HistoryCC.13 • 6.1.5.HistoryCC.14 • 6.1.5.HistoryCA.1 • 6.1.5.GeoGI.3 • 6.1.5.GeoSV.5 • 6.3.5.GeoGI.1 • WIDA 1,5 	<ul style="list-style-type: none"> • Summarize the economic activities of Spanish settlements including encomienda’s, ranches, and mines • Explain why and how the English started settlements in Virginia • Analyze the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England • Explain ways in which Europeans competed for economic opportunities in North America including claiming land, using resources, and establishing trade • Explain the importance of learning the history of The Amistad 	<ul style="list-style-type: none"> • Why do people leave their homelands? • What economic and social reasons drive people to settle in new lands? • Why would investors want to establish a colony in Virginia? • Why did the Pilgrims celebrate the first Thanksgiving? • Why might it have been important for French traders to get along well with Native Americans?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Puritan values and different religious values and rebels helped shaped America • People took the risk of coming to the colonies for cheap land and the chance to escape poverty • The colonies were motivated by profit and unfortunately slavery was an answer • The raw materials and climate of the area influenced the economic systems of the colonies • To examine the role culture differences play in society, and individual lives, through the experiences of Amistad Africans and its supporters 		<ul style="list-style-type: none"> • What was learned from The Amistad? • How did this change the way America functioned?

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Settlements Take Root	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	3	8
	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.		
	6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.		
	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).		
	6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.		
	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.	3	
	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.		
	6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.		
	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.		
	6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	1	
	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.		
	6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.		
Assessment, Re-teach and Extension			1	

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

Unit 3 Grade 5		
Core Idea	Indicator #	Performance Expectations
In a representative democracy, individuals play a role in how government functions.	6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
There are different processes for establishing rules and laws.	6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North American colonies.
	6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
	6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
Historians use evidence from multiple sources to support their claims and arguments about the past.	6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
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.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	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.
In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	6.3.5.GeoGI.1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

Unit 3 Grade 5	
Assessment Plan	
<ul style="list-style-type: none"> • Narrative essay in the form of a diary entry of a colonist coming to new land • Complete workbook assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions • Homework monitor and assess class work 	<ul style="list-style-type: none"> • Colonial newspaper- Students write articles in character on an assigned location • Make a timeline of important dates and events from the Amistad • Short Constructed Responses • Exit Tickets • Students will explore the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey enslaved Africans experienced.
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/ • http://www.njamistadcurriculum.net/ • 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 diagram of different classes of society of New Spain. • Write a compare/contrast summary of the earliest English attempts of colonization. • Complete outline notes on colonial settlements including Spanish, English, Pilgrims, Puritans, French and Dutch. • Complete a graphic organizer on the effects of French and Dutch settlements. • Research The Amistad on Dept. of Education website and write a paragraph about an important person from the time. • Write an informational essay about the Amistad • Students will analyze the differences between Northern vs. Southern Colonies and the impact of slavery on African Americans.

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

<p>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/</p> <ul style="list-style-type: none"> • 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 	
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

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/>

Winslow Township School District

Grade 5 Social Studies

Unit 3 - Settlements Take Root

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

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root
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

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

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

Winslow Township School District
Grade 5 Social Studies
Unit 3 - Settlements Take Root

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.

Winslow Township School District

Grade 5 Social Studies

Unit 3 - Settlements Take Root

Integration of Computer Science and Design Thinking NJSL 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.