

Winslow Township School District

Grade 5 Social Studies

Unit 4- Life in the colonies

Overview: In this unit, students will learn about the establishment of the 13 original colonies and the impact of daily life in this region. Students will assess the impact of slave trade and the rivalries of other European countries in North America. Students will discover the French and Indian War and its influence on the colonies. 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>Unit 4</p> <p>Life in the colonies</p>	<p>6.1.5.HistoryCC.5 6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.HistoryCA.1 6.1.5.GeoGI.3 6.1.5.GeoSV.4 6.1.5.EconNM.6 6.1.5.EconEM.6 6.1.5.EconET.3 WIDA 1,5</p>	<ul style="list-style-type: none"> • Explain how race, gender and status affected social, economic, and political opportunities during Colonial times. • Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups. • Relate slavery to colonial labor systems. • Analyze the power struggle among European countries, and determine its impact on people live in Europe and the Americas. • Analyze the conflicts and alliances during the French and Indian War effect the expansion of the British Colonies. 	<ul style="list-style-type: none"> • What kind of life did the Puritans establish in the new colonies? • What helped the Middle Colonies prosper? • Who came to the colonies in the early 1700's? • How did slavery grow in the colonies? • How did the economy of the English colonies grow? • How did the conflicts and alliances during the French and Indian War effect the expansion of the British Colonies?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Political and economic events created conflict between and among colonists and the British. • Conflict over the American colonies' independence eventually led to revolution. 		

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4: Life in the colonies	6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.	3	7
	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.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.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).	1	
	6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.	2	
	6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.		
	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.		
	Assessment, Re-teach and Extension		1	

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Core Idea	Indicator #	Performance Expectations
Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
	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.
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.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.6	Examine the qualities of entrepreneurs in a capitalistic society.
The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

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Assessment Plan

- Complete workbook assessment that includes: multiple choice, true/false, definitions, matching, fill-in the blank, and open ended questions
- Persuasive essay on the negative impact slavery had on Colonial life
- Homework monitor and assess class work

- Short constructed response
- Exit tickets
- Draw and label a map of natural resources in the New World using a legend.

Resources

- 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/>

Activities

- Create a chart of the different countries struggling for power in North America.
- Answer questions on the power struggle of European countries.
- Collect facts off internet websites about life in Colonial times.
- Write an expository summary about the impact of race, gender and status on the opportunities of Colonial people.
- Write a summary of the impact of these resources had on the relationship between Native Americans and Europeans.
- Students To learn about Japanese art and culture and how flying a carp windsock is a celebration of childhood in Japan (historical and cultural understanding). <https://www.internationalfolkart.org/learn/lesson-plans/koinobori-japanese-carp-windsocks-or-kites.html>

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- **New Jersey Holocaust Commission Resources** Classroom instruction and activities will include, where appropriate, curricula on Holocaust and 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 - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness

9.1.5.EG.2: Describe how tax monies are spent

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.

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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.