

Unit 1: The First Americans & The Age of Exploration

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies Grade5

Unit 1: The First Americans & The Age of Exploration

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Charlene E. DelGrande, Teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools
Dr. Giovanni Cusmano, Director of Elementary Education K - 8
Mr. George Droste, Director of Secondary Education

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Unit Overview

In Unit 1, students will investigate Ancient American Indian civilizations, cultures, government, and economy. Students will also investigate early explorers and The Columbian Exchange. Additionally, students will investigate American Indian Folk tales and a journal of Christopher Columbus.

Enduring Understanding

Enduring understandings:

- American Indians both adapted to and modified the geography of their region, creating thriving civilizations in the North and South America.
- American Indians used a variety of natural resources to meet their needs for food, clothing, and shelter.
- American Indians prospered by creating diverse ways of life and adapting to the climate, resources,

and other geographical factors.

- American Indians developed rich cultural traditions, creating societies with complex economics and governments.
- The desire to expand trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results.
- The Age of Discovery launched a period of interaction and exchange among Europe, Africa, and the Americas, each had both beneficial and tragic results, and long lasting effects.
- This period of time also resulted in advances in technologies such as map-making, and other navigational tools, that would have a lasting impact on future travel.

Essential Questions

Essential Questions:

- How does geography influence how people live?
- Why do people explore?

Exit Skills

By the end of Grade 5, Unit 1, the student should be able to:

- * Define key terms
- * Identify religious customs practiced by American Indian groups

- * Make inferences as to why the Maya and Aztecs were considered advanced civilizations
- * Draw conclusions such as why did people who settled in different regions of North America developed different cultures
- * Write informative text within Writer's Workshop
- * Interpret a Map
- * Analyze the significance of Ferdinand Magellan's voyage
- * Explain why people explore

New Jersey Student Learning Standards (NJSLS-S)

LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.3	Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).

Interdisciplinary Connections

- * Metacognition for Social Studies Reading
- * Comprehension Strategies
- * Recognizing Text Structure
- * Building Vocabulary
- * Visual Literacy

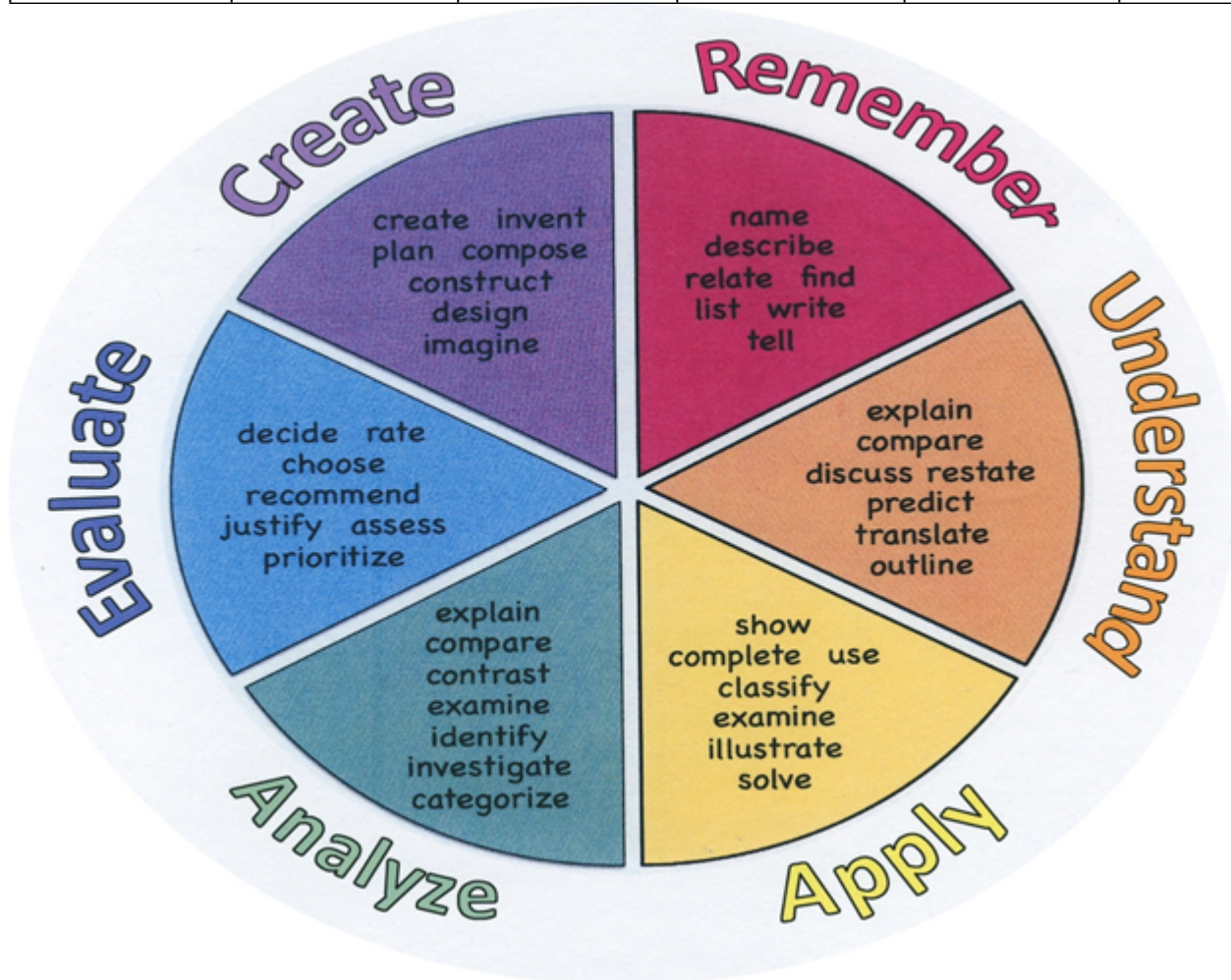
Learning Objectives

- * Use prior knowledge to gain understanding
- * Make meaningful connections to personal experience
- * Establish meaning
- * Identify and describe the ways of life of the ancient American Indians
- * Compare and contrast how geography and climate influenced American Indian groups differently
- * Identify the various American Indian cultures
- * Define culture and explain how it led to diversity among early American Indians
- * Describe how American groups chose leaders and governed themselves
- * Analyze the impact on the advancement of innovations such as improves maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass, and the chronometer
- * Identify Portuguese explorer Vasco deGama as the first European to sail around the tip of Africa for his country
- * Identify ways to describe a sequence of events, using words, dates, and illustrations
- * Define the term colony and describe how Spain started colonies in the Americas
- * Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians, and African peoples

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct

Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Best Practices

Map & Graph Skills:

- * Interpret Cultural Data on Maps
- * Interpret Timelines

Literacy Skills:

- * Compare and Contrast
- * Sequence

Suggested Activities

- * Rap About It
- * Chapter Vocabulary Games
- * Big Question Inter-activities
- * Quest Challenges (Project-Based Learning)
- * Field Trip videos
- * Jumpstart Activity
- * Tikatok

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

My World Interactive 5 Pearson Education 2019

Ancillary Resources

Penguin's Who Was Series, "Who Was Christopher Columbus"

Internet Resources:

www.pearsonrealize.com

www.history.com

www.stopbully.gov

www.edutopia.org

Social Studies Weekly

Technology Infusion

- * The activities include a rich variety of video, audio, and interactive experiences for each chapter and lesson.
- * Online skills interactivities enable children to learn critical thinking skills they need to evaluate online sources for possible bias and reliability
- * Quest Kick Off, Connections, and Findings all support the inquiry approach to the program with online interactivities. They include research activities during which students can apply their skill in evaluating and analyzing sources.
- * The Extras tab at the top of some interactivities provides extra support with challenge ideas, vocabulary support, and helpful hints.
- * Student Edition eText allows students to use their text offline on a mobile device.
- * For all digital resources go to www.PearsonSchool.com/SocialStudies

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects

- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name: The First Americans

NJSLS:

SOC.5-8.1.2.1 Select and use various geographic representations to compare information about people, places, regions, and environments.

SOC.5-8.1.3.3 Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Interdisciplinary Connection: Have students choose one of the American Indians groups and research the geographic features on the map. Students will complete a quick-write about the members of the group, resources they used, and benefits/challenges of their environment. Then, students will write a narrative using descriptive details and clear sequencing about the American Indian groups.

Statement of Objective:

- * Analyze maps.
- * Interpret timelines.
- * Place key events and people related to the early settlement of North America in a chronological sequence within a spatial context.
- * Research an American Indian food and create a recipe for an American Indian restaurant.

Anticipatory Set/Do Now: Analyze a timeline and online map to discover where pre-Columbian groups in North America emerged.

Learning Activity:

- * Describe & Define - Brainstorm students' family's traditional meals and the ingredients.
- * Make Connections - Students can make a list of the ways the environment affects their traditional meals.
- * Ask Questions - Students are assigned the task of planning a menu at a new restaurant that serves American Indians food to traditional groups.
- * Research - Online resources

Student Assessment/CFU's:

- * Write up Findings and asses based on a rubric.
- * 5 Question Quiz

Materials:

- * MyWorld Interactive 5 2019 Chapter 1 Lesson 1 and Quest
- * Internet Resources: [http://lessonsoffourland.org/lessons?f\(0\)=im_field_grade_leve%3A41](http://lessonsoffourland.org/lessons?f(0)=im_field_grade_leve%3A41)

21st Century Themes and Skills:

- * Information Literacy
- * Media Literacy

Differentiation/Modifications:

- * using videos, illustrations, pictures, and drawings to explain or clarify
- * check work frequently for understanding

Integration of Technology:

- * Internet Resources: [http://lessonsoffourland.org/lessons?f\(0\)=im_field_grade_leve%3A41](http://lessonsoffourland.org/lessons?f(0)=im_field_grade_leve%3A41)
- * Research recipes online that include slideshows or videos about authentic American Indian foods and preparation.

