

# Unit 2: Age of Exploration

Content Area: **Social Studies**  
Course(s): **Social Studies Gr. 5**  
Time Period: **SeptOct**  
Length: **23 Days**  
Status: **Published**

## **Unit 2: Age of Exploration**

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### **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Fifth Grade Social Studies**

### **Unit 2: Age of Exploration**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Morgan Musso

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## **Unit Overview**

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In Unit 2, students will investigate early explorers and advances in technology, explorers for Spain, and The Columbian Exchange. Students will read a journal from Christopher Columbus and interpret timelines

## **Enduring Understandings**

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- 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 which 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 long lasting impact of future travel.

## **Essential Questions**

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Why do people explore?

## **Exit Skills**

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By the end of Grade 5, Unit 2, the student should be able to:

- Define key terms
- Identify early explorers and advances in technology
- Identify explorers for Spain
- Interpret the Columbian Exchange

- Interpret Timelines

## **New Jersey Student Learning Standards (NJSL)**

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LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
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**

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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## **Learning Objectives**

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- Analyze the Impact on the advancement of innovations such as improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass and the chronometer
- Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country
- Identify Portuguese explorer Vasco de Gama as the first European to set sail around the tip of Africa and reach India
- learn to use textual information and illustrations to understand sequence of events
- Explain what motivated the king and queen of Spain to send explorers to find a route west to Asia
- Describe how Columbus sailed west hoping to reach Asia but landed on a continent previously unknown to most Europeans
- Describe the entrepreneurial characteristics of Columbus and later Spanish explorers
- Define the term colony and describe how Spain started colonies in the Americas
- Define the Columbian exchange as an interchange of cultures and goods between Europeans, American Indians and Africans following Columbus's explorations
- Analyze the consequences of the Columbian exchange both positive and negative
- draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American

## **Suggested Activities & Best Practices**

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### Best Practices:

- Map & Graph Skills
- Interpret Graphs

### Literacy Skills:

- Distinguish Fact from Opinion
- Identify Main Idea & Details

### Critical Thinking Skills:

- Ask & Answer Questions

### Suggested Activities

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

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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MyWorld Interactive Grade 5 Text and digital resources

## **Ancillary Resources**

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Penguin's Who Was Series, "Who Was George Washington" and "Who Was Benjamin Franklin"

Internet Resources:

[www.pearsonrealize.com](http://www.pearsonrealize.com)

[www.history.com](http://www.history.com)

[www.stopbully.gov](http://www.stopbully.gov)

[www.edutopia.org](http://www.edutopia.org)

## **Technology Infusion**

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MyWorld Interactive digital platform

Chromebooks

Google Classroom

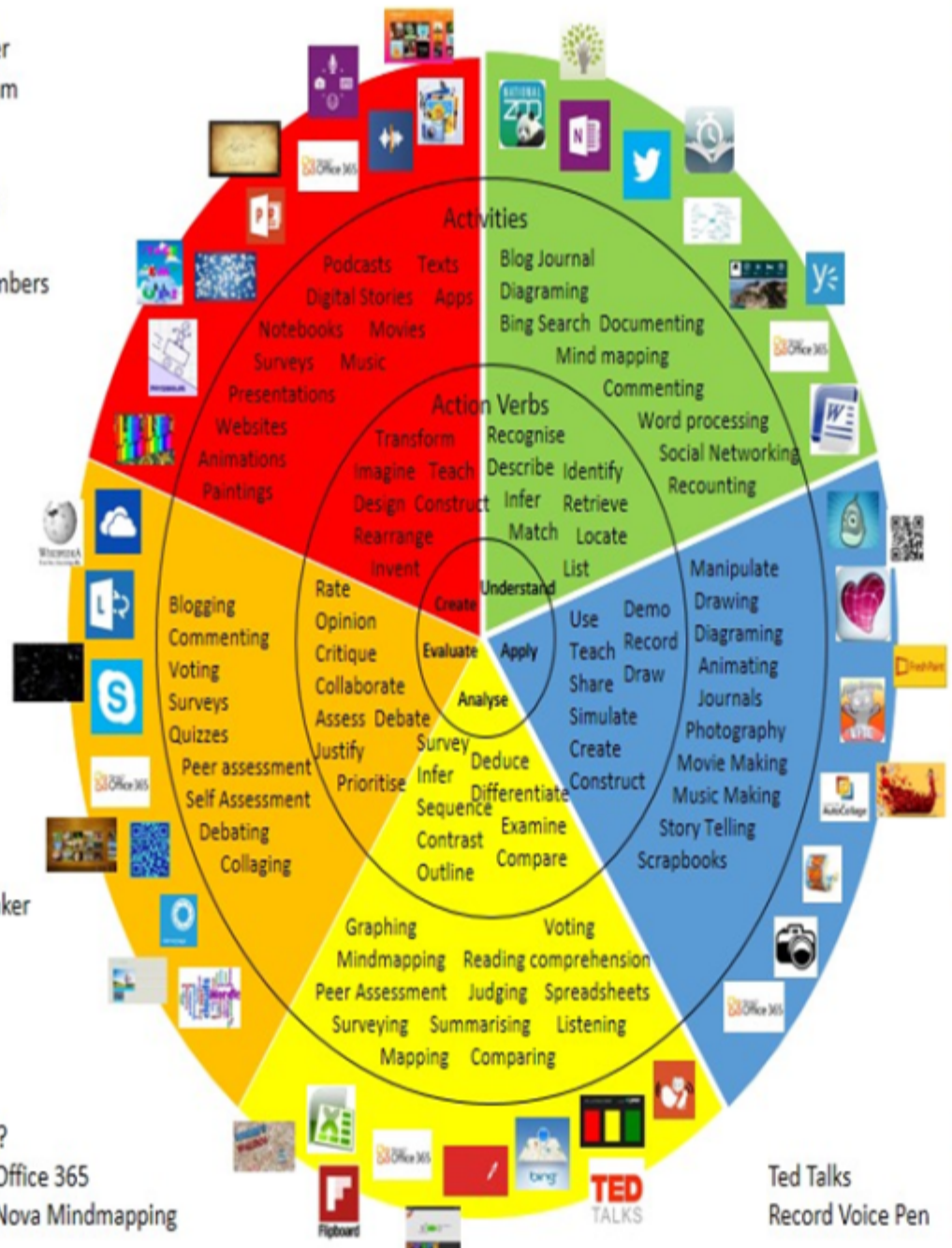
## Win 8.1 Apps/Tools Pedagogy Wheel

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**

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- English Language Arts;
- 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**

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- 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**

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

## **Differentiation**

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### **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

## **Special Education Learning (IEP's & 504's)**

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- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)**

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- 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

## **At Risk**

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- 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

## **Talented and Gifted Learning (T&G)**

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- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge