

GR 5 Unit 1 America's Geographic Setting

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: America's Geographic Setting

Essential Questions:

What can geography teach us about the United States?

How and why did indigenous peoples' cultural regions differ?

What were the effects of European exploration in the Americas?

Standards

SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoPP.2	<p>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>
SOC.6.1.5.GeoPP.5	<p>Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</p> <p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p> <p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>
SOC.6.1.5.HistorySE.1	<p>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.</p> <p>Geography, People, and the Environment: Human Environment Interaction</p> <p>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</p>
SOC.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.

Materials/Activities/Resources

Core materials:

- Social Studies Alive! America's Past: <https://www.review.teachtc.com/america-s-past-scope-and-sequence/full-view.html?p=1>
- Social Studies Alive! America's Past Primary Source Library: https://subscriptions.teachtc.com/shared/programs/416/reference_materials?selected_unit_id=395&tag=Primary+Source+Library

Supplemental Resources:

- Newsela Social Studies Compendium: <https://newsela.com/signin>
- Flocabulary: www.Flocabulary.com

NJ Mandated Curriculum Resources:

- <https://newsela.com/read/govt-EPA-climate-northeast/id/28809/> (Climate Change - Compare and Contrast)
- <https://newsela.com/read/natgeo-gov-native-american-relations/id/53027/> (AAPI - End of Chapter 3)
- <https://www.flocabulary.com/unit/climate-and-climate-change/> (Climate Change - Compare and Contrast)

The most applicable grades for the **NJ Amistad curriculum** units are:

GRADES 5, 7 & 8 UNIT 2: INDIGENOUS CIVILIZATIONS OF THE AMERICAS (1000 -1600)

GRADES 5, 7 & 8 UNIT 4: THE EMERGING ATLANTIC WORLD (NATIVE AMERICANS, AFRICANS, EUROPEANS) (1200 -1700)

GRADES 5 & 8 UNIT 5: ESTABLISHMENT OF A NEW NATION & INDEPENDENCE TO REPUBLIC (1600 -1800)

GRADES 5 & 8 UNIT 6: THE CONSTITUTION AND THE CONTINENTAL CONGRESS (1775 - 1800)

GRADES 5 & 8 UNIT 7: THE EVOLUTION OF A NEW NATION-STATE (1801 -1860)

[NJ Mandated Curriculum Crosswalk Teacher Resources](#)

Technology

Map resources:

<https://mapmaker.nationalgeographic.org/>

<https://earth.google.com/web/>

Assessment

Formative Assessment

- Teacher Observation
- Graphic Organizers / Student Forms
- TCI Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- TCI Lesson Tests
- TCI Unit Assessments
- Essays

Benchmark Assessment

- RSTs

Alternative Assessment

- DQB Analysis & Response

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Leveled texts in NewsELA and TeachTCI

- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Leveled texts in NewsELA and TeachTCI (and Spanish available)
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support

At-Risk of Failure

- Additional time during intervention time
- Graphic organizers
- Vocabulary support

Gifted & Talented

- Independent projects
- Leveled texts in NewsELA

Interdisciplinary Connections

Cross-curricular: Writing in History Standards.

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Standards in Action: Climate Change

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.