# 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

| | |
|---|---|
| 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. |
| 6.1.5.GeoPP.2 | 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. |
| | Patterns of settlement differ markedly from region to region, place to place, and time to time. |
| 6.1.5.GeoPP.5 | Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. |
| | The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition. |
| | Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. |
| 6.1.5.HistorySE.1 | 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. |
| | Geography, People, and the Environment: Human Environment Interaction |
| | Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. |
| 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.teachtci.com/america-s-past-scope-and-sequence/full-view.html?p=1
- Social Studies Alive! America's Past Primary Source Library: https://subscriptions.teachtci.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.