

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit 1/Module Overview

Compelling Question:

Did the benefits of European exploration outweigh the costs?

What did explorers take to and from the Americas during the Age of Exploration?

Storyline:

When Christopher Columbus arrived in the Americas, he thought he had discovered a new land. Although millions of indigenous peoples lived in the Americas at that time, most Europeans were unaware that these huge continents even existed. And they remained unaware of what they had found for some time. For example, a 1507 map by German mapmaker Martin Waldseemuller shows the Caribbean islands but depicts the rest of North America as a gigantic island—most likely Japan. As Columbus sailed west across the Atlantic, he had hoped to find a direct trade route to Japan and the rest of Asia. What he found, instead, were the Americas, two huge continents filled with many different people and natural resources.

Learning Targets:

What can geography teach us about the United States? (**Lesson 1**)

How did Native Americans adapt to different environments in North America? (**Lesson 2**)

How and why did Native American cultural regions differ? (**Lesson 3**)

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What did explorers take to and from the Americas during the Age of Exploration? **(Lesson 4)**

What were the effects of European exploration in the Americas? **(Lesson 5)**

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
<p>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.</p> <p>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.</p> <p>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</p> <p>6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).</p> <p>6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</p> <p>6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</p> <p>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).</p> <p>6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native Americans resulting in changes to conditions.</p> <p>6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>

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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.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space. 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

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.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

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6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

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.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Lesson 1 - Geography of the United States - 12 days	<ul style="list-style-type: none"> See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify key elements of a world map and key geographic terms. Use latitude and longitude to determine absolute locations on Earth. Label major physical features of the United States. Draw and label a map. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Global Map Skills Activity (pg 11) 50 States & Capitals (pg 18) Label Water & Landforms (pg 21) Compare the Environments (pg 30) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 1 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> adaptation, environment, kiva, migration, natural resource, origin story 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Student Journal Materials <ul style="list-style-type: none"> Tour the States Song All teacher resources are available online Student workbooks also come in a digital format All materials for the hands-on activities are available on the on; one platform Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.

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<p>Lesson 2 - Native Americans and Their Land - 6 days</p>	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Trace the migration routes of Native Americans into North America • Summarize key features of four environments • Identify ways in which the Inuits adapted to their Arctic environment <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Comparing Environments (pg 40-41) • Interview Activity (pg 44) • Create Pictograph (pg 45-46) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 2 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • climate, compass, geography, globe, government, landform, latitude, longitude, physical feature, vegetation 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Student Journal • Materials <ul style="list-style-type: none"> ○ All teacher resources are available online ○ Student workbooks also come in a digital format ○ All materials for the hands-on activities are available on the on; one platform ○ Teaching maps and photographs for each lesson are available under the map or media library tabs ○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. ○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.
<p>Lesson 3 - Native American Cultural Regions - 9 days</p>	<ul style="list-style-type: none"> • See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Identify, compare, and contrast seven Native American cultural regions. • Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Hands-On Activity - Investigating Native American Cultural Regions • Compare & Contrast Cultural Regions (pg 69-70) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> • Lesson 3 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> • artifact, cultural region, culture, gorge, mesa, nomadic 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Student Journal • Materials <ul style="list-style-type: none"> ○ All teacher resources are available online ○ Student workbooks also come in a digital format ○ All materials for the hands-on activities are available on the on; one platform ○ Teaching maps and photographs for each lesson are available under the map or media library tabs ○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. ○ Biographies about inspirational historical

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			<p>figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block.</p> <ul style="list-style-type: none"> ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.
<p>Lesson 4 - How and Why Europeans Came to the Americas - 10 days</p>	<ul style="list-style-type: none"> ● See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Make connections between expiration in the 1400s and 1500s and exploration today. ● Identify and record key information about objects on an explorer's ship. ● Categorize eight objects of exploration as a navigation tool, a motive for exploration, or a newly introduced product from the Americas. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Hands-On Activity - Exploring a Sunken Ship (pg 75) ● Columbus and Native American Speech Bubbles (pg 81) ● RACE Response (pg 86) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> ● Lesson 4 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> ● Age of Exploration, the Americas, astrolabe, cash crop, explorer 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Student Journal ● Materials <ul style="list-style-type: none"> ○ All teacher resources are available online ○ Student workbooks also come in a digital format ○ All materials for the hands-on activities are available on the on; one platform ○ Teaching maps and photographs for each lesson are available under the map or media library tabs ○ Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. ○ Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. ○ Video components are available for some lessons. ○ The online platform has review games as well as vocabulary activities for every unit.
<p>Lesson 5 - Routes of Exploration to the Americas - 10 days</p>	<ul style="list-style-type: none"> ● See Above 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the Americas. ● Trace and label explorers' routes and identify the motives for the explorations of eight early European explorers. 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Student Journal ● Materials <ul style="list-style-type: none"> ○ All teacher resources are available online ○ Student workbooks also come in a digital format ○ All materials for the hands-on activities are

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		<ul style="list-style-type: none"> Recognize the level of impact eight early European explorers had on North America and its inhabitants. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Hands-On Activity - Routes of Exploration Adventure Game (pg 91) "I Am" style poem (pg 111-112) <p>Summative Assessment(s):</p> <ul style="list-style-type: none"> Lesson 5 Test <p>Content Specific Vocabulary:</p> <ul style="list-style-type: none"> colony, conquistador, contagious disease, East Indies, Northwest Passage 	<p>available on the on; one platform</p> <ul style="list-style-type: none"> Teaching maps and photographs for each lesson are available under the map or media library tabs Articles about citizenship are available under the citizenship tab. These articles are great nonfiction texts for tech reading skills. Biographies about inspirational historical figures are available under the biography tab. These are a great way to incorporate genre instruction into the social studies block. Video components are available for some lessons. The online platform has review games as well as vocabulary activities for every unit.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)