TCI Unit 1: America's Geographic Unit

Content Area:	**Social Studies**
Course(s):	**Social Studies 5**
Time Period:	**September**
Length:	**Trimester 1**
Status:	**Published**

Unit Overview

Compelling Question:

Did the benefits of European exploration outweigh the costs?

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.

Priority Standards

6.1.5.HistorySE Historical Sourcing and Evidence

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.

SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.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).
SOC.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.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Learning Targets

What can geography teach us about the United States?

How did Native Americans adapt to different environments in North America?

How and why did Native American cultural regions differ?

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

What were the effects of European exploration in the Americas?

Essential Questions

Did the benefits of European exploration outweigh the costs?

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

Unit Assessments

1. Unit Online Assessment
2. A culminating project about the state of New Jersey (this can be a report or presentation).
3. Each Unit includes an inquiry project that can be used as an assessment grade.
4. The Units' hand-on activities and writing extension activities can also be used as assessment grades
5. Exit tickets
6. Our curriculum comes with online games and vocabulary activities

Learning Plan (Skills and Activities)

Pacing Guide	Unit / Compelling Question	Lessons	Total Sections	Learning Targets	Hands On Activities/Materials	Ways to Incorporate Reading and Writing Standards into this Unit

Unit	Lesson	#	Essential Question	Activities	Assessment/Standards
				- Global Map Skills Activity page 11	
					Writing Activity on page 30
	1. Geography of the United States	11	What can geography teach us about the United States?	- Students can learn the 50 states and capitals and label on page 18 - Link to Tour the States Song	- RI.5.3 [Explain the Relationships] - W.5.2 [Informational Writing]
	2. Native Americans and Their Land	5	How did Native Americans adapt to different environments in North America?	- Label water and landforms on page 21 - Complete the table while reading (compare the environments) page 40	Interview Inuit Activity page 44 - RI.5.8 [Perspectives] Compare and Contrast Cultural Regions page 69-70
1. America's Geographic Unit	3. Native American Cultural Regions	9	How and why did Native American cultural regions differ?	- Hands On Activity: Cultural Regions (this may take a few days) page 53 *Suggestion: do at the end of the lesson	- RI.5.3 [Explain the Relationship] Create an Original Origin Story • W.5.3 [Narrative]
	4. How and Why Europeans Came to the Americas	10	What did explorers take to and from the Americas during the Age of Exploration?	- Exploring a Sunken Ship Hands On Activity: page 75 - Columbus and Native American Speech Bubbles page 81 - RACE Response on page 86	Taking a New Trip Story Page 73 - W.5.3 - Narrative Writing
	5. Routes of Exploration to the Americas	10	What were the effects of European exploration in	- Great unit to incorporate small group work, differentiation, and presentation skills	I Am Style Poem page 111

the Americas?   (individual explorer
                 reports)

Priority standards

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.

Materials and Resources

- 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.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view

	(e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Cross Curricular Connections

Comprehension and Collaboration: CC.5.SL.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Comprehension and Collaboration: CC.5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

● **Language Arts**
○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a subject area. (reading)
○ Draw on information from print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (reading)

● **Social Justice / Social Emotional Learning**
○ Recognize physical and cultural traits of their local area and of the United States.
○ Communicate clearly and effectively.

21st Century Life and Career Ready Practices

WRJ,9.25.CAP 4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

WRK.9.2.8.CAP.16 Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills

WRK.K.-12. P.3 Consider the environmental, social and economic impacts of decisions.

WRK.K-12. P.4 Demonstrate creativity and innovation

WRK.K-12 P.5 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.

Strategies for Intervention (At Risk, Special Education, 504, ELL)

- Chunk larger assignments into more manageable parts
- "Give One, Get One"
- "Perfect 10"
- "Scavenger Hunt"
- "Tic Tac Toe"
- Allow oral responses
- Allow students to work cooperatively
- Audio supports
- Extend pacing of lessons
- Group or Partner work with models
- Interactive notebooks
- Provide copy of class notes as needed
- Provide graphic organizers
- Provide study guides as needed
- Provide word bank for vocabulary assessments
- Reteach, reword assignments
- Small group instruction/Centers
- Use of Google Translate or dictionary in native language
- Utilize visual aids such as pictures, timelines, artifacts, etc

Strategies for Enrichment (G & T)

- Educational Games
- Level Up Challenges
- Peer Model
- Project Based Learning Assignments
- Small Group Instruction
- Use of A.I. platforms such as Chat GPT or Magic School to create boards
- Use of Canva to create digital media for projects
- Use of mini projects focused on topic at hand
- Use of multi-sensory activities