

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Social Studies	Grade Level(s): 5th Grade
BOE Adoption Date: October 2018	Revision Date(s):

ABSTRACT

Students in grade five will explore the events that lead to the discovery and settlement of the Americas. Students will analyze how the need/want of exploration and the development of trade of the continents of Europe through Asia and Africa expanded to include the Americas. Student will also expand their understanding of the impact of geography on early colonists. A close examination of the evolution of the rights of all American citizens includes an analysis of how this exploration affected the indigenous societies, Pre-Revolutionary governments, and underrepresented demographic groups. The students will also explore the effects of multiculturalism in the history of the United States, and global and local issues of equity. Primary source documents are examined as students determine the factors contributing to the settlement of the Americas, as well as the significant people and events of that period in American history. Collaboration among students are emphasized as technology is used to conduct research and present project-based learning that emphasizes the costs of global expansion. Benchmark assessments are employed to track individual student growth.

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Mission Statement

The primary goal of the South Harrison Township Elementary 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 every Student Succeeds Act (ESSA), the New Jersey Student Learning 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 Home and School Association (HSA) 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.

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in [G.R.E.A.T. Instruction](#), the following curriculum and instruction goals direct the conversation.

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of Shared Curriculum Service

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades Pre-K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJSLS). It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move to the middle and high school levels. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group

work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s):** *Accommodations* are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.

8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s):** *Modifications* are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: 5th Grade Social Studies

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Impact of Global Exploration	8 weeks	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.C.2.b 6.1.8.D.2.a 6.1.8.C.4.c 6.1.8.D.4.a 6.2.8.C.3.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.f 6.2.8.C.4.b 6.2.8.D.4.b 6.2.8.D.4.g NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.SL.5.1 NJSLS.SL.5.4 NJSLS.L.5.1 NJSLS.L.5.2	<ul style="list-style-type: none"> Students will understand the different forms of governance, belief systems, and family structures among African, European, and Native American groups. Students will understand migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how the impact of science, religion, and technology innovations on European exploration. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand the system of mercantilism and its impact on the economies of the colonies and European countries. Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will understand the push-pull factors that led to increases in immigration, and 	<ul style="list-style-type: none"> Students will be able to compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Students will be able to describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to evaluate the impact of science, religion, and technology innovations on European exploration. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to explain the system of mercantilism and its impact on the economies of the colonies and European countries. Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will be able to analyze the push-pull factors that led to increases in immigration,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>explain why ethnic and cultural conflicts resulted.</p> <ul style="list-style-type: none"> Students will understand the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Students will understand how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. Students will understand how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. Students will understand why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. Students will understand the causes and outcomes of the Crusades from different perspectives, including the perspectives of 	<p>and explain why ethnic and cultural conflicts resulted.</p> <ul style="list-style-type: none"> Students will be able to analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Students will be able to assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. Students will be able to determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. Students will be able to explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. Students will be able to analyze the causes and outcomes of the Crusades from different

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <ul style="list-style-type: none"> Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. Students will understand how to summarize the text. Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand how to prepare for 	<p>perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine two or more main ideas of a text and explain how they are supported by key details. Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 2: Spanish Exploration & Conquests of North and South Americas	12 weeks	6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a	<ul style="list-style-type: none"> Students will understand how migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will understand how the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the 	<ul style="list-style-type: none"> Students will be able to describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.C.4.c 6.1.8.D.4.a 6.2.8.B.4.f 6.2.8.D.4.g NJSLS.W.5.2 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.RI.5.6 NJSLS.SL.5.1 NJSLS.SL.5.4 NJSLS.L.5.1 NJSLS.L.5.2	<p>exploration of new water and land routes.</p> <ul style="list-style-type: none"> Students will understand how interactions among African, European, and Native American groups began a cultural transformation. Students will understand how the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. Students will understand how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era. Students will understand how factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will understand how the practice of slavery and indentured servitude in Colonial labor systems. Students will understand how the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand the difference between the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will understand how technological 	<p>water and land routes.</p> <ul style="list-style-type: none"> Students will be able to explain how interactions among African, European, and Native American groups began a cultural transformation. Students will be able to evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. Students will be able to explain how demographics affected social, economic, and political opportunities during the Colonial era. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will be able to compare the practice of slavery and indentured servitude in Colonial labor systems. Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will be able to analyze how technological innovations affected the status

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <ul style="list-style-type: none"> Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. Students will understand how to summarize 	<p>and social class of different groups of people, and explain the outcomes that resulted.</p> <ul style="list-style-type: none"> Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine two or more main ideas of a text and explain how they are supported by key details. Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>the text.</p> <ul style="list-style-type: none"> Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand the difference between multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or 	<p>more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <ul style="list-style-type: none"> Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>speaking.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	
Unit 3: European Exploration of the Americas	8 weeks	<p>6.1.8.B.1.b 6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.b 6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a 6.1.8.D.4.a</p> <p>6.2.8.B.4.f 6.2.8.D.4.g</p> <p>NJSLS.W.5.1 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.RI.5.6 NJSLS.RI.5.9</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.4</p> <p>NJSLS.L.5.1 NJSLS.L.5.2</p>	<ul style="list-style-type: none"> Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand explain how interactions among African, European, and Native American groups began a cultural transformation. Students will understand the factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will understand the system of mercantilism and its impact on the economies of the colonies and European countries. Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand the voluntary and involuntary migratory experiences of different 	<ul style="list-style-type: none"> Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to explain how interactions among African, European, and Native American groups began a cultural transformation. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will be able to explain the system of mercantilism and its impact on the economies of the colonies and European countries. Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to compare and contrast

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>groups of people, and explain why their experiences differed.</p> <ul style="list-style-type: none"> • Students will understand how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. • Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will understand how to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will understand how to determine 	<p>the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <ul style="list-style-type: none"> • Students will be able to assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. • Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will be able to determine two or more main ideas of a text and explain how

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>two or more main ideas of a text and explain how they are supported by key details.</p> <ul style="list-style-type: none"> Students will understand how to summarize the text. Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand the difference between multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will understand how to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present 	<p>they are supported by key details.</p> <ul style="list-style-type: none"> Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Unit 4: The Development of the 13 English Colonies	10 weeks	6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.B.3.a 6.1.8.D.4.a 6.2.8.B.4.f 6.2.8.D.4.g NJSLS.W.5.7	<ul style="list-style-type: none"> Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand the impact of science, religion, and technology innovations on European exploration. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand the gender roles, religion, values, cultural practices, and political systems of Native American groups. Students will understand the roles of religious freedom and participatory government in various North American colonies. Students will understand how and why early government structures developed, and determine the impact of these early structures on the evolution of American 	<ul style="list-style-type: none"> Students will be able to analyze the world in spatial terms historical maps to determine what led to the exploration of new water and land routes. Students will be able to evaluate the impact of science, religion, and technology innovations on European exploration. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. Students will be able to determine the roles of religious freedom and participatory government in various North American colonies. Students will be able to explain how and why early government structures developed, and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.W.5.8 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.RI.5.6 NJSLS RI.5.9 NJSLS.SL.5.1 NJSLS.SL.5.4 NJSLS.L.5.1 NJSLS.L.5.2	<p>politics and institutions.</p> <ul style="list-style-type: none"> Students will understand how demographics affected social, economic, and political opportunities during the Colonial era. Students will understand the factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will understand the practice of slavery and indentured servitude in Colonial labor systems. Students will understand the system of mercantilism and its impact on the economies of the colonies and European countries. Students will understand the impact of triangular trade on multiple nations and groups. Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. 	<p>determine the impact of these early structures on the evolution of American politics and institutions.</p> <ul style="list-style-type: none"> Students will be able to explain how demographics affected social, economic, and political opportunities during the Colonial era. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will be able to compare the practice of slavery and indentured servitude in Colonial labor systems. Students will be able to explain the system of mercantilism and its impact on the economies of the colonies and European countries. Students will be able to analyze the impact of triangular trade on multiple nations and groups. Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. Students will be able to analyze the push-pull factors that led to increases in immigration,

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will understand how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. Students will understand how to summarize 	<p>and explain why ethnic and cultural conflicts resulted.</p> <ul style="list-style-type: none"> Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine two or more main ideas of a text and explain how they are supported by key details.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>the text.</p> <ul style="list-style-type: none"> Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand how to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will understand how to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate 	<ul style="list-style-type: none"> Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit: 1 Impact of Global Exploration	Recommended Duration: 8 weeks
Unit Description: This Unit will explore the factors led to global exploration in the Middle Ages and the technology developed due to the desire to participate in a global economy.	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How did global exploration and the movement of people create cultural exchange? How did technological innovations impact travel and trade throughout Europe, Africa, and Asia? 	<ul style="list-style-type: none"> The desire of Europeans to participate in the developing global economy led to the conquest of other lands resulting in the exchange of culture and the exchange of ideas leading to the development of technological innovations.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.C.2.b 6.1.8.D.2.a 6.1.8.C.4.c 6.1.8.D.4.a 6.2.8.C.3.a 6.2.8.B.4.b 6.2.8.B.4.c 6.2.8.B.4.d 6.2.8.B.4.f 6.2.8.C.4.b 6.2.8.D.4.b 6.2.8.D.4.g NJSL5.W.5.9	<ul style="list-style-type: none"> Students will understand the different forms of governance, belief systems, and family structures among African, European, and Native American groups. Students will understand migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how the impact of science, religion, and technology innovations on European exploration. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand the system of mercantilism 	<ul style="list-style-type: none"> Students will be able to compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Students will be able to describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to evaluate the impact of science, religion, and technology innovations on European exploration. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to explain the system of mercantilism and its impact on the economies of the colonies and European countries. Students will be able to analyze the power struggle among

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3 NJSLS.RI.5.4</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.4</p> <p>NJSLS.L.5.1 NJSLS.L.5.2</p>	<p>and its impact on the economies of the colonies and European countries.</p> <ul style="list-style-type: none"> Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will understand the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Students will understand how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers. Students will understand how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. Students will understand why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. 	<p>European countries, and determine its impact on people living in Europe and the Americas.</p> <ul style="list-style-type: none"> Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will be able to analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. Students will be able to assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers. Students will be able to determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion. Students will be able to explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. Students will be able to analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> Students will understand the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts. Students will understand the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. Students will understand how to summarize the text. Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific 	<p>of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p> <ul style="list-style-type: none"> Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine two or more main ideas of a text and explain how they are supported by key details. Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <ul style="list-style-type: none"> Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>writing or speaking.</p> <ul style="list-style-type: none"> Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results to On-Demand Writing tasks given in September Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Teacher developed quizzes Pearson's end of the unit assessments 	<ul style="list-style-type: none"> Diary entries – students write diary entries from the perspective of various European explorers including motives for exploration and a description of the technology used to aide their exploration. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • More time on assessments • Bank of sentence starters • Read test passages aloud (if assessing reading comprehension) • Small group testing • Use of graphic organizers (for writing tasks) • No penalties for spelling errors • Chunking of assessments 	<ul style="list-style-type: none"> • Oral testing (if assessing reading comprehension/writing skills) • Allow answers to be dictated • Chunking of assessments • Grade spelling phonetically • Allow pictures and diagrams within responses 	<ul style="list-style-type: none"> • Opportunities for review of assessments • Additional follow up questions to expand on responses • Chunking assessments 	<ul style="list-style-type: none"> • Researching their own materials (i.e. internet and informational texts) for writing assignments

Instructional Strategies: *(List and describe.)*

- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Read-aloud: Read aloud a text to student to students in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity.
- Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Clarification of questions • Completed copy of notes • Additional time for assignments • Use of checklists • Immediate Feedback • Books on tape 	<ul style="list-style-type: none"> • Extra visual cues • Build prior knowledge with pictures and videos • Study guide prior to assessments 	<ul style="list-style-type: none"> • Questions scaffolded by DOK levels • Use of mnemonics • Study guide prior to assessments 	<ul style="list-style-type: none"> • Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

· Study guide prior to assessments			
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Unit Vocabulary:

Essential: decline, innovation, feudalism, Crusades, Renaissance, Silk Road

Non-Essential: manor, astrolabe, caravan, kinship

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.5.9, NJSLS.RI.5.1, NJSLS.RI.5.2, NJSLS.RI.5.3, NJSLS.RI.5.4, NJSLS.SL.5.1, NJSLS.SL.5.4, NJSLS.L.5.1, NJSLS.L.5.2	<p>SAMR:</p> <p>Substitution:</p> <ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. <p>Augmentation:</p> <ul style="list-style-type: none"> Google Classroom: Google Classroom is a web service used to differentiate work to students and assign questions and use them as forums. <p>Modification:</p> <ul style="list-style-type: none"> Backchanneling: Backchanneling is an online conversation that takes place alongside an activity or event. Back channels or back-channeling can be used to discuss various presentations in real time. <p>Redefinition:</p>	<p>Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.</p>	<p>Information Literacy: Students will evaluate information critically and competently and use information accurately and creatively for the problem at hand.</p> <p>Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
	<ul style="list-style-type: none"> • Blogging – students will post their explorers’ diary entries for feedback. 		

Resources:
Texts/Materials: <u>My World</u> by Pearson – Middle School Grade 5 book

Unit: 2 Spanish Exploration & Conquests of North and South	Recommended Duration: 12 weeks
Unit Description: This unit will trace the consequent events connected to the development of Spain's empire in the Americas and its lasting influence.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How did Spain's exploration, and ultimate conquest, affect the Native American groups and influence other European exploration? How did Spain's settlement of American lead to the development of slavery? 	<ul style="list-style-type: none"> Spain's desire for exploration led to the development of the Spanish empire and the demise of several cultures in the Americas.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.C.4.c 6.1.8.D.4.a 6.2.8.B.4.f 6.2.8.D.4.g NJSLS.W.5.2 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2	<ul style="list-style-type: none"> Students will understand how migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will understand how the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand how interactions among African, European, and Native American groups began a cultural transformation. Students will understand how the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. Students will understand how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era. Students will understand how factors that impacted emigration, settlement patterns, and regional identities of the colonies. 	<ul style="list-style-type: none"> Students will be able to describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to explain how interactions among African, European, and Native American groups began a cultural transformation. Students will be able to evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. Students will be able to explain how demographics affected social, economic, and political opportunities during the Colonial era. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.RI.5.6</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.4</p> <p>NJSLS.L.5.1 NJSLS.L.5.2</p>	<ul style="list-style-type: none"> Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will understand how the practice of slavery and indentured servitude in Colonial labor systems. Students will understand how the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand the difference between the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will understand how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <ul style="list-style-type: none"> Students will be able to compare the practice of slavery and indentured servitude in Colonial labor systems. Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will be able to analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted. Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to write informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> • Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. • Students will understand how to summarize the text. • Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. • Students will understand the difference between multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Students will understand how to demonstrate command 	<ul style="list-style-type: none"> • Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will be able to determine two or more main ideas of a text and explain how they are supported by key details. • Students will be able to summarize the text. • Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. • Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Students will be able to demonstrate command of the conventions of standard English capitalization,

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	punctuation, and spelling when writing.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins' Information Writing Rubric Teacher developed quizzes Pearson's end of Unit assessments 	<ul style="list-style-type: none"> Skit: In small groups, students will produce a short scene illustrating Spain's lasting influence. 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): <i>How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?</i>			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing (if assessing reading comprehension/writing skills) Allow for oral follow up to written responses 	<ul style="list-style-type: none"> Chunking material of assignment Use of a checklist as a timeline tool 	<ul style="list-style-type: none"> Have students investigate any questions they come across (research)

Instructional Strategies: <i>(List and describe.)</i>
<ul style="list-style-type: none"> Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Instructional Strategies: (List and describe.)

- Student goal setting: Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Analysis of student work: Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.
- Close reading: Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.
- Summarizing and note taking: Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way.
- Accountable talk: Accountable talk is talk in which students exert effort to explain their thinking with evidence and to listen and respond constructively to others' ideas.
- Flexible/strategic grouping: Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.
- Peer teaching/collaboration: Peer learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none">• Directions repeated/clarified• Simplified notes• Audio books for grade level texts• Graphic organizers• Provide opportunities for movement• Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	<ul style="list-style-type: none">• Pre-teach vocabulary• demonstrate concepts• Use graphic organizers	<ul style="list-style-type: none">• Chunking assignments• Review directions individually	<ul style="list-style-type: none">• Provide learning centers where students are in charge of their learning.

Unit Vocabulary:

Essential: modification, despite, colony, Columbian Exchange, shrewd, conquistador

Non-Essential: turning point, circumnavigate, pueblo, presidio, mission, peninsular, creole, mestizo, hesitate

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.5.2, NJSLS.W.5.9, NJSLS.RI.5.1, NJSLS.RI.5.2, NJSLS.RI.5.3, NJSLS.RI.5.4, NJSLS.RI.5.6, NJSLS.SL.5.1, NJSLS.SL.5.4, NJSLS.L.5.1, NJSLS.L.5.2	SAMR: Substitution: <ul style="list-style-type: none">Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none">Virtual Field Trips Modification: <ul style="list-style-type: none">Padlet: Padlet is an online bulletin board. Students can answer text dependent questions and see their classmates' answers. Students can create their own post-it to show their annotations. Students can collaborate and plan group projects. Redefinition: <ul style="list-style-type: none">Video Chat: Students will video chat with students across the country to compare and contrast ideas.	Financial, Economic, Business, & Entrepreneurial Literacy: In this unit, students will understand the role of the economy in society.	Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others. Information Literacy: Students will be able to evaluate information critically and competently and use information accurately and creatively for the problem at hand.

Resources:

Texts/Materials: My World by Pearson – Middle School Grade 5 book

Unit: 3 European Exploration of the Americas	Recommended Duration: 8 weeks
Unit Description: This unit will introduce other European attempts of settlement and how these events may have influenced England’s desire for the colonization of North America.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How did the need for trade influence the development of Dutch and French explorations of North America? How did the need to compete in a global economy lead to European colonization of North America? 	<ul style="list-style-type: none"> The desire for the wealth and power led to European attempts to colonize North American.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.8.B.1.b 6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.b 6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a 6.1.8.D.4.a 6.2.8.B.4.f 6.2.8.D.4.g NJSLS.W.5.1 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2 NJSLS.RI.5.3	<ul style="list-style-type: none"> Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand explain how interactions among African, European, and Native American groups began a cultural transformation. Students will understand the factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will understand the system of mercantilism and its impact on the economies of the colonies and 	<ul style="list-style-type: none"> Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to explain how interactions among African, European, and Native American groups began a cultural transformation. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will be able to explain the system of mercantilism and its impact on the economies of the colonies and

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.5.4 NJSLS.RI.5.6 NJSLS RI.5.9</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.4</p> <p>NJSLS.L.5.1 NJSLS.L.5.2</p>	<p>European countries.</p> <ul style="list-style-type: none"> Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will understand the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will understand how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will understand how to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will understand how to determine two or more 	<p>European countries.</p> <ul style="list-style-type: none"> Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. Students will be able to compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. Students will be able to assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. Students will be able to determine two or more main ideas of a text and explain how they are supported by key details.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>main ideas of a text and explain how they are supported by key details.</p> <ul style="list-style-type: none"> Students will understand how to summarize the text. Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand the difference between multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will understand how to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will understand how to demonstrate command of the conventions of standard English grammar and 	<ul style="list-style-type: none"> Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>usage when writing or speaking.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Results of Lucy Calkins On Demand in September- Opinion Writing – https://www.heinemann.com/ Benchmark assessments Answers to text dependent questions 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins Opinion Writing rubric – https://www.heinemann.com/ Teacher developed quizzes Pearson’s end of Unit assessment Benchmark assessments like On-Demand Writing Prompts – end of the unit assessment 	<ul style="list-style-type: none"> Classroom debate: Students debate the leading factors in the colonization of North America. 	<ul style="list-style-type: none"> Weekly text dependent questions– to be developed throughout the unit Opinion Essay – leading factor in colonization of North America

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> More time on assessments Follow up questions to expand on responses Small group testing Graphic organizers provided for writing tasks 	<ul style="list-style-type: none"> Oral testing Have student read assessment out loud to you Scaffold test questions 	<ul style="list-style-type: none"> Have students verbally summarize question or task before completing 	<ul style="list-style-type: none"> Allow students to complete extension activity that goes beyond the assessment

Instructional Strategies: *(List and describe.)*

- Debate: A debate is a discussion or structured contest about an issue or a resolution. A formal debate involves two sides: one supporting a resolution and one opposing it.
- Cooperative learning: Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- Student goal setting: Students create SMART goals for answering text dependent questions. SMART is an acronym that stands for goals that are Specific, Measurable, Attainable, Realistic, and Time-bound.
- R.A.C.E.: R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- Analysis of student work: Students will analyze answers to text dependent questions by using a TDQ rubric (to be developed).
- Modeling answering text dependent questions: Model demonstrating how to cite text evidence and explain your answer as students learn by observing.
- Shared writing answering text dependent questions: Teacher and students compose answer together, with both contributing their thoughts and ideas to the process, while the teacher acts as scribe.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to ACCESS the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Model expectations for notes/activity • Use of graphic organizers • Read information orally 	English Language Learners: <ul style="list-style-type: none"> • Use manipulatives • Have students clarify/summarize directions 	<ul style="list-style-type: none"> • chunking assignments 	<ul style="list-style-type: none"> • Invite students to explore different points of view on a topic of study and compare the two.

Unit Vocabulary:

Essential: Northwest passage, charter, alliance, pioneer, government

Non-Essential: coureurs de bois, burgess, representative, Bacon's rebellion

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: <i>(Note the SAMR Model elements used and how.)</i>	21 st Century Themes: <i>(Check and explain how the connection is made.)</i>	21 st Century Skills: <i>(Check and explain how the connection is made.)</i>
E/LA: NJSLS.W.5.1, NJSLS.W.5.9, NJSLS.RI.5.1,	SAMR: Substitution:	Financial, Economic, Business, & Entrepreneurial Literacy: In this	Information Literacy: Students will evaluate information critically and

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21st Century Themes: (Check and explain how the connection is made.)	21st Century Skills: (Check and explain how the connection is made.)
NJSLS.RI.5.2, NJSLS.RI.5.3, NJSLS.RI.5.4, NJSLS.RI.5.6, NJSLS.RI.5.9, NJSLS.SL.5.1, NJSLS.SL.5.4, NJSLS.L.5.1, NJSLS.L.5.2	<ul style="list-style-type: none"> Online news sources (Newsela, DOGO News, CNN 10 Student News): Online news sources can be used to replace newspapers. Augmentation: <ul style="list-style-type: none"> Google form instead of pencil and paper quiz Modification: <ul style="list-style-type: none"> Google docs – digital feedback on writing from teacher and classmates Redefinition: <p>Skype: Skype with other students across the country to debate opinion of the leading factor of the colonization of North America</p>	<p>unit, students will understand the role of the economy in society.</p> <p>Global Awareness: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.</p>	<p>competently and use information accurately and creatively for the problem at hand.</p> <p>Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions.</p> <p>Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.</p>

Resources:

Texts/Materials: My World by Pearson – Middle School Grade 5 book

Unit: 4 The Development of the 13 English Colonies	Recommended Duration: 10 weeks
Unit Description: This unit will trace the establishment of the 13 original colonies by comparing and contrasting each colony's development including its reason for being founded, their struggles and successes, development of government and the influence of the regions in which they were established.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How do the reasons for English colonization compare to other European countries in North America? How did the early colonists adapt ideas from their European heritage to address the need for self-government? 	<ul style="list-style-type: none"> Although the 13 original colonies developed individually, the desire for control led to many attempts at self-government.

Relevant Standards:	Learning Goals:	Learning Objectives:
6.1.8.B.1.b 6.1.8.C.1.b 6.1.8.D.1.b 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.b 6.1.8.D.2.a 6.1.8.D.2.b 6.1.8.B.3.a 6.1.8.D.4.a 6.2.8.B.4.f 6.2.8.D.4.g NJSLS.W.5.1 NJSLS.W.5.9 NJSLS.RI.5.1 NJSLS.RI.5.2	<ul style="list-style-type: none"> Students will understand the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. Students will understand why individuals and societies trade, how trade functions, and the role of trade during this period. Students will understand explain how interactions among African, European, and Native American groups began a cultural transformation. Students will understand the factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will understand how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. 	<ul style="list-style-type: none"> Students will be able to analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes. Students will be able to explain why individuals and societies trade, how trade functions, and the role of trade during this period. Students will be able to explain how interactions among African, European, and Native American groups began a cultural transformation. Students will be able to determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Students will be able to compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World. Students will be able to explain the system of mercantilism and

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.RI.5.3 NJSLS.RI.5.4 NJSLS.RI.5.6 NJSLS.RI.5.9</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.4</p> <p>NJSLS.L.5.1 NJSLS.L.5.2</p>	<ul style="list-style-type: none"> • Students will understand the system of mercantilism and its impact on the economies of the colonies and European countries. • Students will understand the power struggle among European countries, and determine its impact on people living in Europe and the Americas. • Students will understand the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. • Students will understand how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • Students will understand the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. • Students will understand how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will understand the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will understand how to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will understand how to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will understand how to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing 	<p>its impact on the economies of the colonies and European countries.</p> <ul style="list-style-type: none"> • Students will be able to analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. • Students will be able to compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed. • Students will be able to assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. • Students will be able to analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted. • Students will be able to explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies. • Students will be able to evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time. • Students will be able to write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. • Students will be able to quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. • Students will be able to determine two or more main ideas of a text and explain how they are supported by key details.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>inferences from the text.</p> <ul style="list-style-type: none"> Students will understand how to determine two or more main ideas of a text and explain how they are supported by key details. Students will understand how to summarize the text. Students will understand how to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will understand how to able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will understand the difference between multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will understand how to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will understand how to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will understand how to present information, findings, and supporting evidence such that listeners 	<ul style="list-style-type: none"> Students will be able to summarize the text. Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Students will be able to determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Students will be able to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will be able to prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Students will be able to present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> Students will understand how to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will understand how to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Teacher observation Answers to text dependent questions Results of Opinion Writing rubric from unit 3 https://www.heinemann.com/ 	<ul style="list-style-type: none"> Text dependent questions – to be developed throughout the unit Lucy Calkins Opinion Writing rubric https://www.heinemann.com/ Teacher developed quizzes Pearson's end of unit assessments Benchmark assessments like On-Demand Writing Prompts 	<ul style="list-style-type: none"> Student created text dependent questions 	<ul style="list-style-type: none"> Weekly text dependent questions – to be developed throughout the unit

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): How will the teacher provide multiple means for the following student groups to EXPRESS their understanding and comprehension of the content/skills taught?			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Oral testing More time on assessments 	<ul style="list-style-type: none"> Have students read test aloud to teacher 	<ul style="list-style-type: none"> Have students refer to a checklist/rubric to independently 	<ul style="list-style-type: none"> Have student research and investigate a problem discussed within

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **EXPRESS** their understanding and comprehension of the content/skills taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Have students annotate/highlight as teacher reads aloud 	<ul style="list-style-type: none"> Student clarifies what the task is asking before completing 	<ul style="list-style-type: none"> self-assess before turning in assessments 	<ul style="list-style-type: none"> the unit/assessment to deepen understanding about how it works and connects to the world

Instructional Strategies: *(List and describe.)*

- **Jigsaw:** Jigsaw is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity.
- **Student self-assessment – Self-assessment** is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.
- **Cooperative learning:** Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.
- **R.A.C.E.:** R.A.C.E. is an acronym used to answer a text dependent question that stands for restate, answer, cite, and explain.
- **Flexible/strategic grouping:** Flexible grouping is a term that covers a range of grouping students for delivering instruction, such as whole class, small group, and partner.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation): *How will the teacher provide multiple means for the following student groups to **ACCESS** the content/skills being taught?*

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> Repeated directions Small group mini-lessons for review Additional time for assignments Study guide before assessments 	<ul style="list-style-type: none"> Extra visual cues Encourage asking a peer questions 	<ul style="list-style-type: none"> Individual writing conferences Small group mini-lessons for review 	<ul style="list-style-type: none"> Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

Unit Vocabulary:

Essential: Pilgrim, Puritan, persecution, Mayflower Compact, General Court, religious tolerance

Non-Essential: town meeting, resolve, virtue

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology: (Note the SAMR Model elements used and how.)	21 st Century Themes: (Check and explain how the connection is made.)	21 st Century Skills: (Check and explain how the connection is made.)
E/LA: NJSLS.W.5.1, , NJSLS.W.5.9, NJSLS.RI.5.1, NJSLS.RI.5.2, NJSLS.RI.5.3, NJSLS.RI.5.4, NJSLS.RI.5.6, NJSLS RI.5.9, NJSLS.SL.5.1, NJSLS.SL.5.4, NJSLS.L.5.1, NJSLS.L.5.2	SAMR: Substitution: <ul style="list-style-type: none"> Digital Primary Sources – website like https://www.archives.gov/education/research/primary-sources Augmentation: <ul style="list-style-type: none"> Kahoot – administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer. Modification: <ul style="list-style-type: none"> Polleverywhere - invite students to quickly share their interests, knowledge, questions and even hopes around a content area in real time. Redefinition: <ul style="list-style-type: none"> Vlog: A journalistic video documentation 	Global Awareness: Civic Literacy: In this unit, students will understand the environmental, social, cultural, political, and economic issues around the world.	Creativity & Innovation: Students demonstrate originality and inventiveness in work. Students communicate new ideas to others. Information Literacy: Students will evaluate information critically and competently and use information accurately and creatively for the problem at hand. Critical Thinking & Problem Solving: Students will identify and ask significant questions that clarify various points of view. Students will gram, analyze and synthesize information in order to solve problems and answer questions. Communication & Collaboration: Students will demonstrate the ability to work effectively with diverse teams. Students will assume shared responsibility for collaborative work.

Resources:

Texts/Materials: My World by Pearson – Middle School Grade 5 book