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## Cliffside Park Public Schools

GRADE: 5

### 5th Grade Curriculum

#### Cliffside Park Elementary Schools

August 2018

**Duration: April, May, June**

**Unit 4:** Foundations of Western Ideas (UNIT 4) The Hebrews and Judaism (Chapter 7) Ancient Greece (Chapter 8 The Greek World (Chapter 9)

- Chapter 7: The Hebrews and Judaism
- Chapter 8: Ancient Greece
- Chapter 9: The Greek World

**Resource:** Holt McDougal World History Ancient Civilizations Through the Renaissance, 2012

**Duration:** April, May, June

#### **Essential Questions:**

- What factors shaped government in Greece?
- What advances did the Greeks make that still influence the world today?

#### **Enduring Understandings:**

- Strong and wise leadership brought unity to the people of Israel and helped them overcome their enemies.



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- Greece's geography and its nearness to the sea strongly influenced the development of trade and the growth of city-states.

### NJ Student Learning Standards for Social Studies

**Social Studies:** 6.2.8.B.2.b 6.2.8.A.3.b 6.2.8.D.3.e 6.2.8.D.3.F  
6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.B.3.a 6.2.8.B.3.b 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.D.3.a 6.2.8.D.3.d  
6.2.8.A.3.b 6.2.8.A.3.c 6.2.8.A.3.d 6.2.8.B.3.b 6.2.8.C.3.a 6.2.8.D.3.d 6.2.8.B.4.a  
6.3.8.A.1, 6.3.8.A.2, 6.3.4.8.3

### **Technology:**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

**Current Events:** 6.1.4.A.14, 6.1.4.A.15, 6.1.4.A.16

**African American History:** 6.1.4.A.10

**Historical Figures:** 6.1.4.C.12, 6.1.4.D.6

### **Interdisciplinary Connections**

- Students will create a journal from one of Alexander the Great's soldiers explaining his characteristics as a leader.
  - NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Technology:**

- <http://www.nationalgeographic.com/>



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- PowerPoint presentations
- SmartBoards

### Language Arts Literacy:

- Time for Kids
- National Geographic for Kids
- A-Z Literature Circle Custom Journals
- [www.newsela.com](http://www.newsela.com)
- [www.readworks.com](http://www.readworks.com)
- [www.Storyworks.com](http://www.Storyworks.com)

### Leveled Readers:

Greece:

[Acropolis Adventure](#) (Level P, W, Z - Fiction)

[Mysteries of the Lost Civilization](#) (Level T)

[Odysseus and the Bag of Winds](#) (Level Y)

[The Olympics: Past and Present](#) (Level R, W, Z)

### Library Science:

- Research: individuals and events in history
  
- **Math:** Graphing
- Mapping distance
- Problem-solving

### Science:

- regional, cultural & geographical relationships and connections



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**Tier 2 Vocabulary:** identify, cause and effect, elaborate, recall, draw conclusions, analyze, comprehension, critical thinking, central idea, influence, development, compare & contrast

**Tier 3 Vocabulary:** rabbis, Passover, classical, mythology, fables, cavalry, alliance, reason, monotheism, synagogue, prophets, Ten Commandments, democracy, tyrant, aristocrats, oligarchy, phalanx,

### **Core Instructional Materials/Resources/Digital Tools:**

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

### **Websites:**

- [www.webquest.com](http://www.webquest.com)
- [www.my.hrw.com](http://www.my.hrw.com)
- [www.hmhsocialstudies.com](http://www.hmhsocialstudies.com)
  - Internet Activity: Connections to Today
  - Internet Activity: Illustrated Guide to Jewish Holy Days
  - Animated History: Jewish Diaspora
  - Animated History: Greek Trade
  - Internet Activity: First Olympic Game Trading Card
  
- [www.free.ed.gov](http://www.free.ed.gov)
- [www.hmhsocialstudies.com](http://www.hmhsocialstudies.com)
- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.educationworld.com](http://www.educationworld.com)
- <http://www.state.nj.us/state/divisions/historical/>

### **SmartBoard**

- PowerPoint presentation



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<p><b>21<sup>st</sup> Century Themes and Skills:</b> <b>(CRP Standards)</b></p>	<p>12 Career Ready Practices follow the link below.</p> <p><a href="http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf">http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</a></p> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>8.1 Educational Technology</b></p>          <p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><a href="http://www.state.nj.us/education/techno/">http://www.state.nj.us/education/techno/</a></p> <p><b>8.1.5.A.1</b> Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. <b>8.1.5.A.2</b> Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. <b>8.1.5.A.3</b> Use a graphic organizer to organize information about problem or issue. <b>8.1.5.A.4</b> Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data <b>8.1.5.A.5</b> Create and use a database to answer basic questions. <b>8.1.5.A.6</b> Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.</p>          <p><b>8.2.5.A.1</b> Compare and contrast how products made in nature differ from products that are</p>



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	<p>human made in how they are produced and used.</p> <p><b>8.2.5.A.2</b> Investigate and present factors that influence the development and function of a product and a system.</p> <p><b>8.2.5.A.3</b> Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints</p> <p><b>8.2.5.A.4</b> Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p><b>8.2.5.A.5</b> Identify how improvement in the understanding of materials science impacts technologies.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"><li>• <a href="http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=whjfan_homeir">http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=whjfan_homeir</a></li><li>• <a href="http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=wagfan_homeir">http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=wagfan_homeir</a></li></ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"><li>• Observation</li><li>• Rubrics</li><li>• Section Quizzes</li><li>• Chapter Tests</li></ul>



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- Projects
- Exit Slips

**Formative Assessments:**

- Students will create a timeline of the accomplishments and hardships within the Jewish religion
- Students will create a timeline of the accomplishments within the Greek Empire
- Primary Sources:
  - Students will read the *Funeral Oration* by Pericles and examine his thoughts on the Athenian government compared to other cities.
  - Students will read excerpts from *The Iliad* and compile a list of the heroes and their accomplishments.
- Secondary Sources:
  - Students will research the early olympic games and compare them to the olympics of today.
  - Students will create a Google Slide presentation that focuses on important leaders of the Greek Empire.

**Differentiation/Accommodations/Modifications  
(Alternate Modes of Instruction and Support)**

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
Gifted and Talented students will research the Persian Wars and create an outline that examines how this impacted the Greek Empire.	English Language Learners will compile a list of the differences between women of Athens and women of Sparta.	Students with IEPs/504s will create a Venn Diagram that compares Athens and Sparta.	At-Risk Learners will create a Venn Diagram that compares Athens and Sparta.



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<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>
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### Sources

New Jersey Department of Education: <http://www.state.nj.us/education/>

New Jersey Student Learning Standards: <http://www.state.nj.us/education/aps/cccs/ss/>

Pearson, MyWorld Social Studies: <https://www.successnetplus.com/>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Educational Technology: <http://www.state.nj.us/education/techno/>





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### Holocaust, Genocide, Tolerance, and Acceptance

- 5th-8th grade banded Curriculum through State of New Jersey Commission on Holocaust
- [https://nj.gov/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file1.pdf](https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf)
- [https://nj.gov/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file2.pdf](https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf)
- [https://nj.gov/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file3.pdf](https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf)
- [https://nj.gov/education/holocaust/downloads/curriculum/to\\_honor\\_all\\_children\\_file4.pdf](https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf)

GRADE: **K-6 (Banded Curriculum)**

**Unit Name: Amistad Education**

**Duration: 1 week**

**Enduring Understanding:**

- Slaves revolted against their superiors and eventually gained their freedom.

**Essential Questions:**

- Why were slaves used in the Americas?
- How were slaves brought to the Americas?
- How were slaves on the *Amistad* slave ship able to gain their freedom?

**Topics Covered:**

- Slavery
- Amistad
- Civil War
- Human rights
- Africa
- Middle Passage
- Triangular Trade

**Assessments:**

**Formative:**



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- Newsela articles
- www.readworks.com
- www.izzit.org
- Upfront Magazine articles
- Grade appropriate articles regarding slavery

**Summative:**

- End of unit assessments
- Writer's workshop reflection
- Reader's workshop discussion

**Alternative:**

- Grade appropriate classroom discussions that focus on slavery and the *Amistad* slave revolt

**Relevant Standards:**

**NJSLS--Social Studies**

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
- 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

**CCSS (English/Language Arts and Social Studies/History Literacy Standards**

- CCSS.ELA-LITERACY.RH.9-10.1 through CCSS.ELA-LITERACY.RH.9-10.10



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<p><b>Interdisciplinary Activities and Connections:</b></p> <ul style="list-style-type: none"> <li>• Social Studies and Art teachers can work together to find drawing/sketching/coloring activities that display bravery.</li> </ul>		
<p><b>Core Instructional Materials/Resources/Digital Tools:</b></p> <ul style="list-style-type: none"> <li>• My World Social Studies K-3 Series, Pearson</li> <li>• Brain Pop</li> <li>• Teacher Tube</li> <li>• Youtube</li> <li>• Supplemental reading materials that focus on slavery and the Amistad</li> </ul>		
<p><b>Modifications to Support Gifted and Talented Students</b></p>	<p><b>Modifications to Support English Language Learners</b></p>	<p><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<ul style="list-style-type: none"> <li>• Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li> <li>• Amplify learning by providing more challenging texts</li> <li>• Allow G &amp; T students to complete author</li> </ul>	<ul style="list-style-type: none"> <li>• Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li> <li>• Allow for peer to peer collaboration within the classroom</li> <li>• Assign an English</li> </ul>	<ul style="list-style-type: none"> <li>• Students will illustrate the Triangular Trade system of Africa, Europe, and the Americas.</li> <li>• Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>• Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>• Text to speech</li> <li>• Students will be provided with graphic organizers</li> </ul>



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<p>studies on specific writers during this time period</p> <ul style="list-style-type: none"><li>● Create Google Slide presentation on pertinent topics from within the unit</li><li>● Allow G &amp; T students to identify and define higher level terms within the unit of study</li></ul>	<p>speaking mentor to help student with language difficulties</p> <ul style="list-style-type: none"><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li></ul>	<ul style="list-style-type: none"><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>
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	<ul style="list-style-type: none"><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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