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# Cliffside Park Public Schools

GRADE: 5

## 5th Grade Curriculum

Cliffside Park Elementary Schools

August 2018

**Duration: January/February/March**

**Unit 3:** Civilization in India and China

- Chapter 5: Ancient India
- Chapter 6: Ancient China

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

**Duration:** January/February/March

**Essential Questions:**

- How do India's rich history and culture affect the world today?
- How do the people, events, and ideas that shaped ancient China continue to influence the world?

**Enduring Understandings:**

- India's rich history and culture are important parts of the world's cultural legacy.
- Chinese philosophies had immediate and lasting effects on China's history.



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### NJ Student Learning Standards for Social Studies

**Social Studies:** 6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.B.2.a 6.2.8.B.2.b 6.2.8.C.2.a 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c  
6.2.8.D.2.d 6.2.8.B.3.a 6.2.8.C.3.c 6.2.8.D.3.a 6.2.8.D.3.c 6.2.8.D.3.e 6.2.8.A.2.a 6.2.8.A.2.b 6.2.8.A.2.c 6.2.8.B.2.a  
6.2.8.B.2.b 6.2.8.D.2.a 6.2.8.D.2.b 6.2.8.D.2.c 6.2.8.D.2.d 6.2.8.A.3.e 6.2.8.B.3.a 6.2.8.C.3.a 6.2.8.C.3.b 6.2.8.C.3.c  
6.2.8.D.3.a 6.2.8.D.3.b 6.2.8.D.3.c 6.2.8.D.3.d 6.2.8.D.3.e 6.2.8.B.4.f 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 read excerpts from secondary source readings on Ancient China and compare their culture to that of Ancient Egypt
  - RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **Technology:**

- <http://www.nationalgeographic.com/>
- PowerPoint presentations
- SmartBoards

#### **Language Arts Literacy:**



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- 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)

### **A-Z Leveled Readers:**

#### **India:**

**India (Level S)**

**Ghandi (Level U)**

**Mother Teresa: Mother to Many (Level M)**

**Raj (Fiction Level M)**

**How the Turtle Got His Shell and Why Tiger Can't Climb Trees (Tale/Fiction Level M)**

#### **China:**

***China* (Level U)**

***Great Wall of China* (Level M and V)**

***The Golden Flute* (Folktale Level Q )**

***Mongol Empire* (Level X)**

#### **Library Science:**

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



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### **Science:**

- regional, cultural & geographical relationships and connections

### **Geography**

A-Z Map Resources for India and China

**Tier 2 Vocabulary:** identify, compare, elaborate, evaluate, describe, predict, design

**Tier 3 Vocabulary:** subcontinent, monsoon, caste system, Hinduism, reincarnation, karma, nonviolence, fasting, meditation, Buddhism, nirvana, missionaries, Jade, Oracle, war, Kevin, Confucius, ethics, Taoism, Legalism, Laozi, Confucianism, Great Wall

### **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.hmhsocialstudies.com](http://www.hmhsocialstudies.com)
- [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)

### **Books:**

- A-Z BOOKS:



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- *World History: Ancient Civilizations Through the Renaissance* (Holt McDougal, 2012)

**Primary sources:**

- Readings from Mohandas Gandhi
- Readings from Martin Luther King Jr.

**SmartBoard**

- Holt PowerPoint Presentation
- World History Video Program - Buddhism as a World Religion

**21<sup>st</sup> Century Themes and Skills:**

**(CRP Standards)**

12 Career Ready Practices follow the link below.

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

- 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.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**8.1 Educational Technology**

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

- 8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.



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<p><b>8.2 Technology Education, Engineering, Design, and Computation</b></p>	<p><b>8.1.5.A.3</b> Use a graphic organizer to organize information about problem or issue.</p> <p><b>8.1.5.A.4</b> Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data</p> <p><b>8.1.5.A.5</b> Create and use a database to answer basic questions.</p> <p><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 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><b>Activities:</b></p> <ul style="list-style-type: none"><li>• <a href="http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=waifan_homeir">http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=waifan_homeir</a></li><li>• <a href="http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=wacfan_homeir">http://my.hrw.com/apps/alchemy/editors/display.jsp?cid=wacfan_homeir</a></li></ul>



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### Activity Rubrics:

- <http://go.hrw.com/hrw.nd/arbitr/pRedirect?project=hrwonline&siteId=2809&pageId=15721>

### Assessments

- Observation
- Rubrics
- Section Quizzes
- Chapter Tests

### Formative Assessments:

- Students will compare the nonviolent movement of Gandhi to Martin Luther King Jr.
- Students will illustrate a map of India and explain how the geography influenced the history of the Indian people.
- Primary Source:
  - Students will read excerpts from the *Vedas* or *Rigveda* and compile a list of nonviolent beliefs.
- Secondary Source:
  - Students will create a timeline of the Ancient Chinese accomplishments.
  - Students will research Emperor Shi Huangdi and explain why he most likely feared for his life.

### Summative Assessments:

- Unit tests, benchmark assessments, quarterly exams

Differentiation/Accommodations/Modifications



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### *(Alternate Modes of Instruction and Support)*

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Gifted and Talented students will create a flow chart of the Chinese dynasties and list all of the accomplishments within each dynasty.</p> <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>English Language Learners will trace the history of silk and identify how it had a profound impact on the history of China.</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>Students with IEPs/504s will research Confucianism and list the ideas within the belief system.</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>At-Risk learners will research Confucianism and list the ideas within the belief system.</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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		Differentiation through content, process, product, environment	
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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/>