



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: 5

5th Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: November/December

Unit 2: Mesopotamia, Egypt, and Kush

- Chapter 3: Mesopotamia and the Fertile Crescent
- Chapter 4: Ancient Egypt and Kush

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

Duration: November/December

Essential Questions:

- How did geography influence the development of civilization in Southwest Asia?
- How was the success of the Egyptian civilization tied to the Nile River?

Enduring Understandings:

- The early river valley civilizations laid the groundwork for the world of today

NJ Student Learning Standards for Social Studies



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6.2.8.C.1.b 6.2.8.D.1.b 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.C.3.c 6.2.8.A.2.a 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.C.3.b 6.2.8.C.3.c
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 secondary sources about the Egyptian Gods and Goddesses and then create a list about the contributions of each god/goddess
 - NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Technology:

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



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Language Arts Literacy:

- A-Z books
- Time for Kids
- Authentic Literature List (appendix) National
- National Geographic for Kids
- Newspapers
- Folklore

Leveled Readers (AtoZ Books):

- Egypt (Level U,X)
- Don't Wake the Mummy (Fiction Level U)
- The Mystery of King Tut (Level Z)
- Protests and Uprisings (Level Y)
- Pyramids (Level V)
- Seven Wonder You Can Visit (Level U)

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, compare, elaborate, evaluate, describe, predict, design

Tier 3 Vocabulary: irrigation, canals, surplus, division of labor, rural, urban, polytheism, social hierarchy, cuneiform, architecture, monarch

Core Instructional Materials/Resources/Digital Tools:

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

Websites:

- www.webquest.com
- www.free.ed.gov
- www.nationalgeographic.com
- www.educationworld.com
- <http://www.state.nj.us/state/divisions/historical>

Books:

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

SmartBoard

- www.pearsonsuccess.net



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| | <p>8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints</p> <p>8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.</p> <p>8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.</p> |
| <p>Assessments and Performance Tasks:</p> | <p>Activities:</p> <ul style="list-style-type: none">• Observe September 11• Observe Constitution Day: identify the Constitution as a document granting rights to Americans• Observe Columbus Day: explain how voyage led to creation of United• Compare & contrast information that can be found on different types of maps• Use geographical tools: political and physical maps;• Use a globe to reinforce directionality: north, south, east, west• Observe Election Day: identify voting as a decision-making process• Observe Veterans' Day: understand the contributions of veterans and historical events to our democratic nation• Observe Thanksgiving: relate Mayflower Compact as first governing document• Pearl Harbor: explore the impact of the tragedy as the nation entered into war• Use geographical tools: political and physical maps and globes for directionality |



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- Find current events to compare community, state, national & global challenges

Assessments

- Observation
- Rubrics
- Section Quizzes
- Chapter Tests

Formative Assessments

- Students will plot the four major river valley civilizations on a world map
- Students will make a list of all of the reasons why water is important to their life
- Primary Source:
 - Students will read small excerpts from *The Epic of Gilgamesh* and list the reasons why this book was important to early world history
- Secondary Source:
 - Students will research Hammurabi's Code and compare those laws to laws of today

Summative

- Unit test, benchmark assessment, quarterly exams



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Differentiation/Accommodations/Modifications (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 draw a map of ancient Egypt and plot important accomplishments from Egypt's history on the map.</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 illustrate the Egyptian hierarchy chart.</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>Students with IEPs/504s will recreate the mummification process through Google Slides.</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>At-Risk Learners will recreate the mummification process through Google Slides.</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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	Collaboration between ELL and general education teacher to maximize learning	Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. 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/>