Cliffside Park Public Schools

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5th Grade Curriculum

Cliffside Park Elementary Schools

August 2018

Duration: September/October

Unit 1: Early Humans and Societies
• Chapter 1: Uncovering the Past • Chapter 2: The Stone Ages and Early Cultures
Resource: Holt McDougal World History Ancient Civilizations Through the Renaissance
Duration: September/October
Essential Questions:
• Why do scholars study the people, events, and ideas from long ago? • How did humans' ways of living change as they interacted and adapted?
Enduring Understandings:
• Historians and geographers study the past in order to learn more about the present.
NJ Student Learning Standards for Social Studies
6.2.8.D.1.C   6.2.8.A.1.a   6.2.8.B.1.a   6.2.8.B.1.b   6.2.8.C.1.a   6.2.8.C.1.b   6.2.8.D.1.a   6.2.8.D.1.b   6.2.8.D.1.c   6.2.8.C.3.c

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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 early humans and create a K-W-L chart about their findings.
  - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Technology:

- PowerPoint presentations
- SmartBoards
- video projects

Language Arts Literacy:

- A-Z books
- Time for Kids

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- Authentic Literature List (appendix) National
- National Geographic for Kids
- Newspapers
- Folklore

Leveled Readers:

The Bones of a King (Level Y)

Underground Cities (Level U)

Ancient Soldiers of Clay **(Shared Reading)**

What the Boys Found (Level S)

The Mystery of King Tut (Level 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, compare, elaborate, evaluate, describe, predict, design
Tier 3 Vocabulary: history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources, prehistory, hominid, ancestor, migrate, society, domestication, agriculture
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://njamistadcurriculum.com/**   • **www.pearsonsuccess.net**   **Books:**   • A-Z BOOKS: • *World History: Ancient Civilizations Through the Renaissance* (Holt McDougal, 2012)

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21st 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/cccs/2014/career/CareerReadyPractices.pdf **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. **8.1.5.A.3** Use a graphic organizer to organize information about problem or issue. **8.1.5.A.4** Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data **8.1.5.A.5** Create and use a database to answer basic questions. **8.1.5.A.6** Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data. http://www.state.nj.us/education/techno/ **8.2.5.A.1** Compare and contrast how products made in nature differ from products that are

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8.2 Technology Education, Engineering, Design, and Computation	human made in how they are produced and used. **8.2.5.A.2** Investigate and present factors that influence the development and function of a product and a system. **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 **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. **8.2.5.A.5** Identify how improvement in the understanding of materials science impacts technologies.
Assessments and Performance Tasks:	Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit. **Activities:** ● 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;

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- Use a globe to reinforce directionality: north, south, east, west
- Use geographical tools: political and physical maps and globes for directionality
- Find current events to compare community, state, national & global challenges and

Assessments

- Observation
- Rubrics
- Book Tests
- Projects
- Exit Slips

Formative Assessments
- Students will identify and define terms found in the textbook
- Primary Source:
    - Students will examine cave paintings and other artifacts from early world history and find terms that are associated with the pieces
- Secondary Source:
    - Students will read *The Iceman* and write a response that examines his importance to world history

Summative Assessments
- 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**
Gifted and Talented students will name all of the early time periods in world history and list the accomplishments from each period. Provide appropriate challenge for wide ranging skills and development areas. Participate in inquiry and project-based learning units of study Assigning roles within partnerships Differentiated supports: content, process, product, environment	English Language Learners will research the early history of their ancestors and present the findings to the class. Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Pair visual prompts with verbal presentations Frontload and immerse students in literacy and language experiences related to content Provide students with visual models, sentence stems, concrete objects, and hands-on materials. Model procedures for life skills.	Students with IEPs/504s will create a timeline from early world history to the 15th century. Review student individual educational plan and/or 504 plan. Establish procedures for accommodations and modifications for assessments as per IEP/504. Establish procedures for modification of classwork and homework as per IEP/504. Modify classroom environment to support academic and physical needs of the students as per IEP/504. Provide appropriate accommodations, instructional adaptations, and/or modifications	At-Risk Learners will create a timeline from early world history to the 15th century. Provide Title I services to students not meeting academic standards in ELA and/or Math. Provide instructional adaptations and interventions in the general education classroom. Modify classroom environment to support student needs. Differentiated instruction Basic Skills Intensive individual intervention

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	Collaboration between ELL and general education teacher to maximize learning	as determined by the IEP or 504 team. Differentiation through content, process, product, environment	

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/