



West Windsor-Plainsboro Regional School District
The Global Classroom
5th Grade

Unit Zero: Thinking and Engaging Like a Globally Competent Citizen	
Content Area: Social Studies	
Course & Grade Level: Social Studies Grade 5	
Summary and Rationale	
<p>In a fast-changing and interdependent world, education can, and should, help young people to meet the challenges they will confront now and in the future. The fifth-grade Global Classroom social studies course will nurture students’ foundational understanding of, and action within, the increasingly complex and interdependent world. This course will attempt to develop “globally competent” students who will be prepared to further their knowledge through inquiry by recognizing perspectives, communicating with varying audiences, and acting in both locally and globally responsible ways. It is intended to help young people become aware and ultimately rise to these challenges.</p> <p>The course rests on these foundational beliefs:</p> <ul style="list-style-type: none"> ● The world is interconnected: The lives of children and young people are increasingly shaped by what happens in other parts of the world. This course will provide them with the knowledge, understanding, skills and dispositions that they need to participate fully in ensuring their own, and others’, well-being and to make a positive contribution, both locally and globally. ● Environmental sustainability involves making decisions and taking actions that are in the interests of protecting the planet’s natural resources: This course will make young people aware of these current events, develop ways to care for the planet, and to develop empathy with, and an active concern for, those with whom they share it. ● Active and informed global citizenship should be developed within our classrooms: We expect students to independently use their learning to become empowered citizens – with the attitudes, skill sets, and resourcefulness to make their local or global community a better place. This will be achieved through: <ul style="list-style-type: none"> o Students investigating the world beyond their immediate environment. o Students recognizing their own and others’ perspectives. o Students communicating their ideas effectively with diverse audiences. o Students translating their ideas and findings into appropriate actions to improve conditions. ● Student ideas matter and deserve public sharing beyond the classroom: This course will involve young people fully in their own learning through the use of a wide range of active, digital, and participatory learning methods. Students will have the opportunity to publicly share their learning, providing ways to raise awareness and means for making a positive change for themselves, their peers, as well as key stakeholders. These will engage the learner while developing confidence, self-efficacy, and skills of critical thinking, communication, collaboration and conflict resolution. These are all vital ingredients toward developing the learning environment that will allow students to achieve 21st century competencies. <p>The final performance assessment for the course is the creation of a ‘Issues We Care About’ Project. Students will select a modern global challenge and use credible resources to research the topic and develop a credible solution to make their local or global community a better place.</p>	
Recommended Pacing	
5 days	
New Jersey Student Learning Standards for Social Studies	
Standards for 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American	

heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

New Jersey Student Learning Standards for English Language Arts Companion Standards

Standard:

CPI #	Cumulative Progress Indicator (CPI)
NJSLs Reading Standards for Informational Text (Grade 5)	
RI.5.1	Quote accurately from a text when
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	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.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
NJSLS Writing Standards (Grade 5)	
WI.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
WI.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
WI.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
WI.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
WI.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
WI.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
WI.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
WI.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
WI.5.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
NJSLS Speaking & Listening Standards (Grade 5)	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
CRP1	Act as a responsible and contributing citizen and employee.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

New Jersey Student Learning Standards for Technology

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Standards

Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math 5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Instructional Focus

Objectives

Students will be able to:

Investigate the World

- Pose a question on a local, regional, or global issue and identifies its significance to the global community.
- Select and use a few domestic sources to identify evidence that addresses a global question.
- Provide an accurate summary of evidence from sources relevant to a global question.
- Develop an opinion based on evidence from a source in response to a global question.

Recognize Perspective

- Express a personal perspective on situations, events, issues, or phenomena.
- Identify the perspectives of other people, groups, or individuals.
- Identify how perspectives affect the way different people react to situations, events, issues, or phenomena.
- Identify alternative perspectives on situations, events, issues, or phenomena, and provide a plausible reason for that perspective.

Communicate Ideas

- Explain the perspective of an audience on a topic.
- Communicate and collaborate using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.
- Apply provided resources, such as technology and media, to communicate with individuals from a background different from their own.
- Make observations about audience response and/or feedback, and propose relevant changes to

communication choices.

Take Action

- Identify specific needs for improvement of situations, events, issues, or phenomena, and a plausible personal response (Equity Curriculum Mandate, Amistad Curriculum Mandate, Asian American and Pacific Islander Curriculum Mandate).
- Propose hypothetical actions based on the perceived potential for impact.
- Describe a plausible plan to act individually or collaboratively, in response to a local, regional, or global situation in a way that is intended to improve the situation.
- Reflect on the likely effectiveness of proposed actions and advocacy for improvement.

Evidence of Learning

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Global Current Issue Project: Students will select a global issue, conduct research, develop a plan to take personal or collective action to address the issue, and then share findings and recommendations with an audience of peers, family members, and school administrators.

Resources

Core Text:

Newseum

Kids Go Global

Dogo News

Time for Kids

National Geographic for Kids

Unit 1: GLOBALIZATION: HOW ARE WE CONNECTED?

Content Area: Social Studies

Course & Grade Level: Social Studies Grade 5

Summary and Rationale

In today's global society, people are connected through technology, economics, environment, culture, and population movement. Global challenges (such as population growth, food supply, energy resources, etc.), regardless of where they occur, affect all of us regardless of where we live. Therefore, it's not where a problem occurs that is most important, but that we work together collectively to solve these shared challenges. In this unit, students will explore and understand the many ways these connections both historically and in today's world affect people's lives in both positive and negative ways.

Recommended Pacing

23 days

New Jersey Student Learning Standards for Social Studies

Standards for 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

CPI #	Cumulative Progress Indicator (CPI)
6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
6.1.5.EconNM.5:	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue

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RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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WI.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

WI.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Historically, each time there has been an increase in contact among the world's population, it has had a significant impact on the people, cultures, economy, and environment of those connected. ● Connections among the world's population today are happening more extensively and rapidly than ever before – creating greater opportunities and benefits for some as well as increasing certain inequalities and costs for others. ● The global challenges of population growth affect all of us, and make issues such as food supply, energy resources, and water quality even more serious, regardless of where we live. ● Global migration has created benefits and posed challenges for the migrant population as well as the communities that have received this new influx of people. 	
Unit Essential Questions	
<p>1. What does it mean to be connected?</p> <ul style="list-style-type: none"> ● Historically, how have cultures been connected? What has been the impact of these connections? Is the impact the same when the connections were by chance, choice or force? <p>2. Are we better off today being connected?</p> <ul style="list-style-type: none"> ● Do the benefits of global connections outweigh its costs and challenges? 	

- Has globalization brought greater peace and understanding or conflict and misunderstanding to our world?
- How “thick” are the “webs” (connections) that globally connect us? Which “webs” are the “thickest”? Which connections are the most important?

3. How have the connections created by the growth of the world’s population and migratory patterns led to both costs and benefits?

Objectives

Students will be able to:

- Connect the concept that historically, people have moved from one place to another to seek a better way of life for themselves and their families; as global connections have thickened, it has encouraged even more people to migrate and seek better political conditions and economic opportunities (Holocaust and Human Rights Curriculum Mandate).
- Explain the impact of globalization by becoming increasingly aware how globalization connects cultures, economies, and governments making it easier for people to make, sell, and buy goods worldwide and create digital representations of these connections.
- Identify how we are connected globally through technology, economics, culture, environment, and population movement and recognize the costs and benefits of those connections.
- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Reading Skills Highlighted in UNIT 1:
 - o Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - o Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - o Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an information text based on specific information in the text.
 - o Determine the meaning of domain-specific words and phrases in a text relevant to globalization.
 - o Compare and contrast information in two or more texts discussing the pros/cons of globalization.
 - o Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (e.g. Columbian exchange, Ibatan reading, current discussions around globalization).
 - o Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
 - o Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - o Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Writing Skills Highlighted in UNIT 1:
 - o Write opinion piece on benefits/drawbacks to globalization, supporting a point of view with reasons and information.
 - o Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - o With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
 - o Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - o Draw evidence from informational texts to support analysis, reflection, and research.

- Speaking & Listening Skills Highlighted in UNIT 1:

- o Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on relevant UNIT 1 texts, building on others' ideas and expressing their own clearly.
- o Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- o Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- o Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Evidence of Learning

- ☒ Formative Assessment
- ☒ Summative Assessment
- ☒ Alternative Assessment
- ☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

- **Socially Aware Shopping Guide:** Students first create the class "global closet" and then investigate the countries from which the class clothes come. Students will research and evaluate the workplace policies and conditions of the countries from which their "stuff" comes. This could include their environmental policies, child labor policies, wage & hour policies, and safety condition policies. Students will rate the workplaces based on an agreed upon scale. Connections among the world's population today are happening more extensively and rapidly than ever before – creating greater opportunities and benefits for some as well as increasing certain inequalities and costs.
- **Migration Map:** Utilizing the initial Google Map of "Where Students are From," students will interview relatives to determine why their family lives in New Jersey (job, education, political freedom, etc.)? What their family has made an effort to keep as part of their culture? What they've left behind (family, traditions, food choices, etc.)?
- **Population Growth - Cause and Effect Graphic Organizer/Flow Chart:** Students will visually represent the impact that global population growth is having on other global issues such as water, energy, food supply, etc.

Resources

Core Text:

National Geographic Global Issues Series: Globalization; Migration; Population Growth. (Texts are differentiated by reading level.)

Suggested Resources:

<https://www.nationalgeographic.org/media/globalcloset/>
<https://www.unhcr.org/en-us/teaching-about-refugees.html>
 Time for Kids
 Immigration Myths from Learning for Justice
 Kid President

Primary Sources:

Maps

Unit 2: Population Growth and its Challenges

Content Area: Social Studies

Course & Grade Level: Social Studies Grade 5

Summary and Rationale

An important task for the youth of today and tomorrow will be that of discovering and implementing solutions, which will help to mitigate, and protect against, the negative effects of geographic issues, such as climate change, pollution and energy resources. These environmental problems do not respect national borders. These problems are global ones; these environmental problems impact people in every country, city and village on the globe in very specific and very real ways. It is time that we all find ways to come together to explore these issues, identify their causes, and most importantly, work together to find ways to protect our resources and keep our world clean and green.

Progress toward this goal cannot rely solely on technologies or legislation; progress toward this goal is in helping to develop students' abilities to see themselves as stakeholders with the power to make decisions and enact change. We must begin to prepare our youth for a future of environmental instability by helping them understand the issues at stake, what has caused them, and what can be done to preserve and protect our planet. It will require students to understand how energy consumption in one place affects living conditions of people on the other side of the world. It will require that students understand deforestation is threatening the survival of entire species and disrupting the balance of nature. Well-prepared students will be able to investigate these environmental issues, compose problems for study, collect and interpret data in order to build informed arguments.

The global nature of these environmental issues combined with the multi-layered impacts expected across the world will call on students to recognize and consider perspectives thoughtfully. How do the people of southwestern Ethiopia live with no access to clean water? How has the nuclear waste in Chelyabinsk, Russia affected the health of its citizens? Students will understand environmental systems around the world; and even more so, students will embrace the challenge of acting to make changes and find solutions.

Preparing our youth for the future requires exploring the issues of pollution and habitat preservation, addressing the challenges of water and energy resources, and discovering ways to manage climate change. Most importantly, preparing our youth for the future means encouraging and nurturing them as they find opportunities to act now as globally competent activists in today's world.

Recommended Pacing

23 days

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6.1.5.EconE T.1	Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconG	Compare and contrast how the availability of resources affects people across the world differently.

E.4	
6.1.5.GeoPP .2	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoSV .4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CPI #	Cumulative Progress Indicator (CPI)
6.3.5.Civics PD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
6.3.5.GeoGI .1	Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
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Standard:	
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RI.5.3	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.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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NJSLS Speaking & Listening Standards (Grade 5)

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Instructional Focus

Unit Enduring Understandings

- The planet is being negatively impacted by many environmental issues that are interconnected and transcend national boundaries.

- Each individual has the power to make decisions and to enact change to better the environment.

Unit Essential Questions

- What threatens the sustainability of our global environment?
 - How does climate change affect life on Earth?
 - How is pollution threatening our health and our planet?
 - How is pollution threatening water quality around the world?
 - Why are countries around the world looking for new energy resources?
- What can I do to make a positive change for our planet? For our local community? Make your footprint smaller? (Stewardship)

Objectives

Students will know:

- Climate change, driven by human activities, is affecting all life on Earth.
- Freshwater is a precious and limited resource, and pollution from natural and human-made resources is threatening its quality.
- The world has traditionally relied on fossil fuels for energy, but pollution and coming scarcity are making scientists look for alternative energy sources.
- Earth's increasing population is causing damage to wildlife habitats, threatening species with extinction and risking the planet's rich biodiversity.
- Unchecked pollution has the potential to ruin our health and planet.

Students will be able to:

- Identify the causes of climate change and how climate change events affect life.
- Identify sources of water pollution and how some places around the world are affected by it.
- Identify the types of energy resources and energy challenges that affect different places around the world.
- Identify causes of habitat destruction and understand how biodiversity is affected by it.
- Identify the major causes and extent of pollution worldwide.
- Investigate, analyze, and interpret data and information using maps, charts and graphs.
- Summarize, compare and contrast, evaluate, and form opinions based upon information from case studies and articles.
- Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
- Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- Explain the interdependence of an environmental subsystem that operates as part of a larger system.
- Reading Skills Highlighted in UNIT 2:
 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an information text based on specific information in the text.
 - Determine the meaning of domain-specific words and phrases in a text relevant to globalization.
 - Compare and contrast information in two or more texts discussing the pros/cons of globalization.
 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (e.g. Columbian exchange, Ibatan reading, current discussions around globalization).

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Writing Skills Highlighted in UNIT 2:
 - Write an opinion piece on benefits/drawbacks to globalization, supporting a point of view with reasons and information.
 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - Draw evidence from informational texts to support analysis, reflection, and research.
- Speaking & Listening Skills Highlighted in UNIT 2:
 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on relevant UNIT 2 texts, building on others' ideas and expressing their own clearly.
 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Evidence of Learning

☒ Formative Assessment

☒ Summative Assessment

☒ Alternative Assessment

☒ Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

- **Research and Write:** Students will select a controversial topic from the unit of study and construct a Narrative Article, Argument, or Informative Article.
- **Technology Alternative Assessment:** Rather than presenting research in an article, students can present in an alternative medium: Audio Documentary, Create a Website, Presentation Slideshow, Audio Interviews regarding an issue of choice.
- **Culminating Activity – “Act Local” PBL Project: What Can I Do?:** Go on an Energy Diet, Restore a Habitat, Plant a Tree, Rescue a River, Learn About Recycling and Become an Activist, Watershed Project.

Resources

Core Text:

National Geographic Global Issues Series: Climate Change; Energy Resources; Habitat Preservation; Pollution; Water Resources. (Texts are differentiated by reading level.)

Suggested Resources:

<https://www.nationalgeographic.com/environment/>

Population Connection

World Population History

Climate v. Weather by Neil deGrasse Tyson

NJ Spotlight News

Students' Immigration Stories - <https://www.youtube.com/watch?v=87uUQcqGay8>

Asian American Education Project

Primary Sources:

Pictures of population growth

Climate maps