

Grade 5

Unit 7: Earth and Human Activities

New Jersey Student Learning Standards
2022 - 2023

Established 2016-2017
Revised 2018-2019
Revised 2019-2020
Revised 2020-2021
Revised 2022-2023

| Marking Period | Unit Title | Recommended Instructional Days |
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| 4 | Earth and Human Activities | 42 Days |
| NJSLS - Science: <i>Title</i> | NJSLS - Science: <i>Performance Expectations</i> | Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-S within Unit |
| 5-ESS3 Earth and Human Activity | 5-ESS3-1. Obtain and combine information | |
| FOUNDATION Disciplinary: <i>Core Idea</i> | FOUNDATION Disciplinary: <i>Statement</i> | |
| ESS3.C: Human Impacts on Earth Systems | <ul style="list-style-type: none"> Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) | <p>Essential Questions:</p> <ul style="list-style-type: none"> How Does Resources Use Affect Earth? How Can People Protect the Environment? <p>Enduring Understanding:</p> <ul style="list-style-type: none"> Explore how human activity affects the Earth and its systems. Learn about ways to keep Earth and its systems healthy. Recognize and explain how people affect Earth's resources. Identify and explain many ways that people can help protect the environment. <p>Climate Change</p> <ul style="list-style-type: none"> Students read "The Lorax" and discuss how their communities have been altered by development. They "speak for the trees" and meet with local representatives to share their concerns and proposed solutions. Students review global, national and state public health policies surrounding climate change impacts on human health. They consider how well these policies serve the people most at-risk and create and share advocacy plans in multiple languages for services and support (e.g., social media campaign, community night, public service announcement). |
| FOUNDATION Science and Engineering Practices: <i>Core Idea</i> | FOUNDATION Science and Engineering Practices: <i>Statement</i> | |
| Obtaining, Evaluating, and Communicating Information | <ul style="list-style-type: none"> Obtaining, evaluating, and communicating information in 3– 5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. | |

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| | <ul style="list-style-type: none"> ○ Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1) | <p><u>Activity Description:</u></p> <p>Lab Activities - Design a solution to stop or environmental waste from building up. (SCI, TECH, MA, ART)</p> <p>Performance Task - Human Impact: Identify one cause and effect relationship between humans and their environment. (SCI, TECH, ELA)</p> <p>Research Task - Research communities around the world. What is one problem that you've found? Research ideas that could fix this problem. Develop (and/or implement) a plan to help this community to make better choices. (SCI, TECH, MA, ART)</p> |
| <p>FOUNDATION Crosscutting Concepts: <i>Core Idea</i></p> | <p>FOUNDATION Crosscutting Concepts: <i>Statement</i></p> | <p>Career Education <u>Marine Biologist & Ecologist</u> - Remind students that science studies problems in the natural world and look for solutions to those problems.</p> |
| <p>Systems and System Models</p> <p>Science Addresses Questions About the Natural and Material World.</p> | <ul style="list-style-type: none"> ● A system can be described in terms of its components and their interactions. (5-ESS3-1) ● Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1) | <p>Interdisciplinary Connections: Content: ;NJSL#: <i>ELA/Literacy</i></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</p> <p>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.(5-ESS3-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</p> <p>W.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. (5-ESS3-1)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</p> |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | <p>Mathematics</p> <p>MP.2 Reason abstractly and quantitatively. (5-ESS3-1)</p> <p>MP.4 Model with mathematics. (5-ESS3-1)</p> |
| <p>Self-Awareness</p> <p>Self-Management</p> <p>Social Awareness</p> <p>Responsible Decision-Making</p> <p>Relationship Skills</p> | <ul style="list-style-type: none"> ● Recognize one's feelings and thoughts ● Recognize the impact of one's feelings and thoughts on one's own behavior ● Recognize one's personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges | |

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| | <ul style="list-style-type: none">• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors• Recognize the skills needed to establish and achieve personal and educational goals• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.• Recognize and identify the thoughts, feelings, and perspectives of others• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds• Demonstrate an understanding of the need for mutual respect when viewpoints differ• Demonstrate an awareness of the expectations for social interactions in a variety of settings• Develop, implement, and model effective problem-solving and critical thinking skills• Identify the consequences associated with one's actions in order to make constructive choices• Evaluate personal, ethical, safety, and civic impact of decisions | |
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| | <ul style="list-style-type: none"> Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways Identify who, when, where, or how to seek help for oneself or others when needed | | |
| <p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | | <p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> | |
| <p>Formative Assessments:</p> <ul style="list-style-type: none"> Diagnostic tests used to modify teaching and learning activities to improve student attainment (Unit Pretest, Lesson Check, Lesson Roundup, Unit Review, Lesson quiz) | | <p>Benchmarks:</p> <ul style="list-style-type: none"> District Assessments <p>Summative Assessments:</p> <ul style="list-style-type: none"> End of unit / chapter test | |
| <p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p> | | | |
| <p align="center">Core Resources</p> | <p align="center">Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p> | <p align="center">ELL Core Resources</p> | <p align="center">Gifted & Talented Core Resources</p> |
| <ul style="list-style-type: none"> Lesson 1: pp. 453, 455, 461, 463 Lesson 2: pp. 472, 477 Leveled Readers - On-Level | <ul style="list-style-type: none"> Lesson 1: pp. 451, 454, 457, 459, 461 Lesson 2: pp. 484, 491 Leveled Readers - Extra Support | <ul style="list-style-type: none"> Lesson 1: pp. 448, 453 Lesson 2: pp. 470, 475, 480, 489 Leveled Readers - Extra Support | <ul style="list-style-type: none"> Lesson 1: pp. 453, 455, 461, 463 Lesson 2: pp. 472, 477 Leveled Readers - Enrichment |
| <p align="center">Supplemental Resources</p> | | | |

| <p>Technology:</p> <ul style="list-style-type: none"> ● Schoology ● HMH EBook ● Google Classroom ● Kahoot! ● MobyMax ● Quizlet / Quizlet Live ● Quizizz ● Mystery Science ● Newsela ● ReadWorks ● Crash Course Kids ● Legends of Learning ● You Solve It Simulations (Build a Green City) <p>Other:</p> <ul style="list-style-type: none"> ● | | | |
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| <p>Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i></p> | | | |
| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ELL Core Resources | Gifted & Talented Core |
| <ul style="list-style-type: none"> ● Model how to identify vocabulary terms within text. Discuss how to locate definition within the text, noting that some definitions will need to be inferred based on images as well as text. | <ul style="list-style-type: none"> ● Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential | <ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of an online bilingual dictionary, and modified assessment and/or rubric. | <ul style="list-style-type: none"> ● Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect students to related talent development opportunities. |

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| | seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks. | | |
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| NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS | Disciplinary Concept: Critical Thinking and Problem-solving | | |
| | Core Ideas: | The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. | |
| | Performance Expectation/s: | <ul style="list-style-type: none"> 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). | |
| | Career Readiness, Life Literacies, & Key Skills Practices | | |
| | Students work in cooperative groups and will use research strategies to complete labs | | |

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action: <i>Climate Change</i> |
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Content Area: Science (NJSL-S) Grades K - 12
Grade: 5

Dev. Date:
2022 - 2023
