

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies Grade 5

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary
Eligibility:	Grade 5
Credit Value:	N/A
Date Approved:	August 24, 2020

TABLE OF CONTENTS

Grade 5 Social Studies Assessment Rubric	3
Pacing Guide Marking Period 1	4
Pacing Guide Marking Period 2	6
Pacing Guide Marking Period 3	10
Pacing Guide Marking Period 4	13

Grade 5 Social Studies Grading Rubric

Skills Assessed	1 Needs Support	2 Approaching Standard	3 Meets Standard	4 Exceeds Standard
Content Accuracy	Includes mostly inaccurate and/or irrelevant facts.	Includes a few accurate facts learned throughout the marking period. One or more facts may not be accurate or relevant.	Includes a satisfactory amount of accurate and relevant facts learned throughout the marking period.	Includes an abundance of accurate and relevant facts learned throughout the marking period.
Connection to Content	Lacks an understanding of the content	Shows some connection to oneself and the world.	Shows insight and connection to the topic.	Shows insight and deep connection to the topic.
Organization	Includes some correct capitalization and punctuation and sometimes uses correct or reasonable phonetic spelling.	Most of the ideas are clear and in a logical order.	All of the ideas are clear and in a logical order. Includes a satisfactory amount of details to help the reader understand.	All of the ideas are clear and in a logical order. Includes many details to help the reader understand.
Mechanics	Does not include correct capitalization or punctuation. Simple words are frequently spelled incorrectly .	Includes some capitalization and punctuation were used correctly. Some simple words are spelled correctly.	Includes mostly correct capitalization and punctuation. Most words are spelled correctly or with a reasonable phonetic spelling.	Includes correct capitalization and punctuation with only minor mistakes. Grade level words are spelled correctly .

Grade 5 Social Studies Pacing Guide

Marking Period 1	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<p>Choose One:</p> <ul style="list-style-type: none"> • Create an advertisement (video or poster) selling your colony or colonial region. • Create a game about the colonial regions (New England, Middle, Southern). All activities should include information about the geography, economy, government, culture • Create a help wanted poster/ad for a specific job(ex:blacksmith, cobbler) in a English Colonies • Use Venn Diagrams to compare and contrast the three regions of English Colonies in North America 	
<p>NewsELA Text Set for the Unit: https://newsela.com/subject/other/2000286870</p>			
<p>Teach after Making Meaning Unit 3</p>	<p>Establishing the Colonies</p>	<p>6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p>Harcourt SS: Unit 2 Chapter 4: 4.2 Unit 3 Chapter 5: The New England Colonies Unit 3 Chapter 6: The Middle Colonies Unit 3 Chapter 7: The Southern Colonies</p> <p>Leveled Readers: Life in the Colonies Young Colonists Benjamin Franklin: Colonial Genius</p> <p>Discovery ED Streaming Plus Introduction to the New England Colonies An Introduction to the Middle Colonies Making the Thirteen Colonies: The Southern Colonies Making the Thirteen Colonies: New England Colonies Making the Thirteen Colonies: Middle Colonies</p>

			<p>Colonial Economy Different: Who were the Early Colonists?</p> <p>Journeys: Vocabulary Reader: Fun in Colonial Time</p> <p>Flocabulary; Colonial America Benjamin Franklin and Curiosity</p> <p>SchoolHouse Rock: No More Kings</p> <p>Readworks: Life in Colonial America Building the English Colonies Unrest in the English Colonies</p> <p>WatchKnowLearn: Life in the 13 Colonies The History of Colonial America The Thirteen Colonies</p> <p>BrainPop Regions of the Thirteen Colonies Building the Thirteen Colonies</p> <p>Holidays to discuss: Patriots Day Constitution Day Election Day Columbus Day</p>
<p>21st Century Skills</p>			

Grade 5 Social Studies Pacing Guide

Marking Period 2	Unit	Standard	Resources
<p align="center">Assessment Assessment Rubric</p>		<p>Choose one:</p> <ul style="list-style-type: none"> • Create a newspaper article that might have been published on the day the American Revolution was won and the British surrendered. Be sure to include in your article key people who helped lead the nation to victory, key battles that led to the Colonists winning, and a paragraph at the end that summarizes how the war was finally won. • Imagine you're King George and you've just woken up to find out the British have surrendered and the war is over. Write a letter to a friend, from King George's perspective, on what he feels he could have done differently to not lose the war. 	
<p>NewsELA Text Set for the Unit: https://newsela.com/subject/other/2000286520</p>			
<p>Teach after Making Meaning Unit 4</p>	<p>Causes of the Revolution & The Revolutionary War</p>	<p>6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>	<p>Harcourt SS: Unit 4 Chapter 8 Lesson 1: Fighting for Control Unit 4 Chapter 8 Lesson 2: Colonists Speak Out Unit 4 Chapter 8 Lesson 3: Disagreements Grow Unit 4 Chapter 8 Lesson 4: The Road to War Unit 4 Chapter 8 Lesson 5: Declaring Independence Unit 4 Chapter 9 The Revolutionary War</p> <p>Leveled Readers: The Struggle for Independence Valley Forge Spying in the American Revolution</p> <p>Discovery Education Streaming Plus- French and Indian War Video The Anger Grows in the British Colonies Taxation without Representation</p>

			<p>Founding of our Federal Government George Washington and the Continental Army Liberty: The American Revolution War of Independence American Revolution Revolutionary War</p> <p>Journeys: Unit 3 Lesson 12: Can't You Make Them Behave, King George? Unit 3 Lesson 13 They Call Her Molly Pitcher Unit 3 Lesson 15 We Were There, Too! Unit 5 Lesson 21 Tucket's Travels Unit 5 Lesson 24 Rachel's Journey</p> <p>Britannica School Online French and Indian War Seven Years' War</p> <p>Additional Resources:</p> <p>Readworks The American Revolutionary War Camp Followers in the American Revolutionary War Colonization & Revolutionary War: Valley Forge Colonization & Revolutionary War: The Declaration of Independence Colonization & Revolutionary War: Paul Revere's Ride</p>
--	--	--	--

			<p>An Improbable French Leader in America Important Women in Early American History Non-Colonists in the American Revolution A Discouraging Start The Shot Heard 'Round the World Unrest in American Colonies The Stamp Act Saratoga The Road to the American Revolution Trouble is Brewing- A Tax on Tea A British View of Rebellious Boston</p> <p>Raz- Kids Books: George Washington (available in multiple levels) Abigail Adams (available in multiple levels) King George III (available in multiple levels) Margaret's Secret Message Battling for Independence The Boston Tea Party</p> <p>BrainPop: French and Indian War Causes of the American Revolution American Revolution George Washington Declaration of Independence</p> <p>Liberty's Kids:</p>
--	--	--	--

			<p>Videos on the causes of the Revolution and key battles/events</p> <p>Holidays to discuss Thanksgiving Martin Luther King</p>
<p>21st Century Skills</p>			

Grade 5 Social Studies Pacing Guide

Marking Period 3	Unit	Standard	Resources
<p>Assessment Assessment Rubric</p>		<p>Choose One:</p> <ul style="list-style-type: none"> • Create a flow chart of the 3 branches of government and responsibilities • Choose 1 of the 10 Amendments and write a paragraph explaining why that is important today. • Start a change: Write a petition to add an amendment to the Constitution. Share your views in front of a group for discussion. 	
<p>NewsELA Text Set for the Unit: https://newsela.com/subject/other/2000286516</p>			
		Standard	Resources
<p>Teach after Unit 7 in Making Meaning.</p>	<p>A Growing Nation</p>	<p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues</p> <p>6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	<p>Harcourt SS: Chapter 10, Lesson 1 The Constitutional Convention Chapter 10, Lesson 2 Three Branches of Government Chapter 10, Lesson 3 The Bill of Rights Chapter 10, Lesson 4 A Constitutional Democracy</p> <p>S.S. Leveled Readers: Building a Government Mr. Madison’s War Political Parties in the United States</p> <p>Journeys Unit 3 Lesson 12 Can’t You Make Them Behave, King George? Unit 3 Lesson 13 They Called her Molly Pitcher Unit 3 Lesson 15 We Were There Too! Unit 3 Lesson 11 (Journeys 2014) Dangerous Crossing Unit 3 Lesson 11 (Journeys 2014) Revolution and Rights</p>

			<p>Discovery Education-Streaming Plus Constitutional Convention This is Our: Government Principles of the United States How Laws are Made History Kids: The Three Branches Legislative Branch Executive Branch Judicial Branch Introduction: Local Government City Government Design Mayor- Council City Government Council- Manager City Government Initiative, Referendum, and Recall State Government Structure</p> <p>Democracy</p> <p>Tolerance Everybody's Different: Respecting Differences in Others Everybody's Different: Different Cultures, Different Customs Forging a New Path (Ruby Bridges)</p> <p>Holidays to Discuss President's Day Black History Month Women's History Month</p> <p>Additional Resources: ReadWorks United States Government Women Who Made a Difference (for Women's Month) Non Colonists in the American Revolution</p> <p>RAZ Kids The U.S. Constitution</p>
--	--	--	--

			<p>The Bill of Rights The Executive Branch The Legislative Branch The Judicial Branch The U.S Government at Work Federalist vs Anti-Federalist</p> <p>Brain Pop Constitutional Convention U.S. Constitution Bill of Rights Democracy Branches of Government</p> <p>Watch, Know, Learn Principles of the Constitution Branches of Government Federal vs State Government</p> <p>BizWorld Impact Challenge (start end of MP 3 into MP 4)</p>
<p>21st Century Skills</p>			

Grade 5 Social Studies Pacing Guide

Marking Period 4	Unit	Standard	Resources
<p>Assessment Assessment Rubric</p>		<ul style="list-style-type: none"> Teachers will complete assessment rubric (checklist) to assess student collaboration throughout BizWorld: Impact Challenge Optional Assessment: Students will read two articles from the Newsela text set about entrepreneurs and the businesses they started, and respond to the following question: <ul style="list-style-type: none"> What do you think helped to make their businesses so successful? Use evidence from the text to support your claim. 	
<p>NewsELA Text Set for the Unit: https://newsela.com/text-sets/2000289583</p>			
<p>Teach after Making Meaning Unit 8</p>	<p>Making Real Change in Your Community: BizWorld Impact Challenge</p>	<p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p> <p>6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).</p>	<p>BizWorld Impact Challenge</p> <ul style="list-style-type: none"> Student Booklet Teacher Shared Google Drive BizWorld Impact Challenge Slides <p>Kid President: How to Change the World (intro to Civic engagement)</p> <p>Discovery Education - Streaming Plus</p> <ul style="list-style-type: none"> Afghanistan: Women's Rights Program United States: Gender Inequality State Government Local Community Government Human Impact: Pollution in the Ocean United States: Selma March <p>RAZ kids:</p> <ul style="list-style-type: none"> Malala the Brave The Life of Cesar Chavez Historic Peacemakers Women and the Vote The Birmingham Children's Crusade <p>Journeys:</p>

			<p>Unit 2 Lesson 8 (Journeys 2012) Everglades Forever Unit 3 Lesson 14 (Journeys 2012) James Forten: Now It's Your Time Unit 4 Lesson 19 (Journeys 2012) Volunteer! Unit 4 Lesson 19 (Journeys 2012) Darnell Rock Reporting</p> <p>Teaching Tolerance: Student Article Growing Vegetables and Expanding Horizons Student Article About Feeling Jewish (Jewish Heritage Month) Lesson Plan: Online Activism Lesson Plan: Allies: Discussion Activity Lesson Plan: Who are the activists in my community?</p> <p>Additional Resources: Youtube: Civic Engagement Intro Lesson Plans on variety of global issues Project Citizen: What is Public Policy? Public Policy Resource Sites CommonLit: Marley Davis Making Change</p> <p>Brain Pop: Brain Pop: Political Beliefs Brain Pop: Supply and Demand Brain Pop: Pride Brain Pop: Asian Pacific Islander Heritage Month Brain Pop: Malala</p> <p>Holidays to Discuss:</p>
--	--	--	--

			<p>April: Autism Awareness Month, Earth Day</p> <p>May: Asian Pacific Islander Heritage Month, Jewish Heritage Month, Memorial Day</p> <p>June: Flag Day, Ramadan, <i>Juneteenth</i> (liberation of all enslaved people, June 19th)</p>
<p>21st Century Skills</p>		<p>NJSLS Technology 8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p>	