

Pequannock Township School District

Curriculum Syllabus

Social Studies - Fifth Grade Curriculum

Course Description:

Students will build on K-4 foundational content. Through instruction of US and World History, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations and global relationships. Through the four instructional units, students will focus on differences and inequalities, biases and perspectives, different cultures power and abuses of power, and human rights.

1. Develop questions to help identify evidence about topics related to the historical events occurring in the world that can be answered by gathering, interpreting, and using evidence.
2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).
3. Identify evidence and explain content, authorship, purpose, and format; identify bias; explain the role of bias and potential audience, with teacher support.
4. Identify arguments of others.
5. Identify implicit ideas to draw inference, with support.
6. Recognize arguments on specific social studies topics and identify evidence supporting the argument.

Course Standards:

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of.

- 6.1.4.A.7: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8: Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
- 6.1.4.A.9: Compare and contrast the responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
- 6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the

community, state, national, and global levels.

- 6.1.8.A.3.f: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government
- 6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.A.4.a : Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.C.1.b: Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression
- 6.1.12.B.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- 6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 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).
- 6.3.8.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 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.
- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- NJSLSA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.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.
- NJSLSA.R6: Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the subject under investigation.
- NJSLSA.W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- RL.5.1: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

- RL.5.2: Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)
- RL.5.9: Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.5.1: Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.5.6: 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 and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats (e.g., 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.

Scope and Sequence

	Unit Title	STEM or Humanities	Weeks
1	Properties of Matter (model CER)	STEM	3 wks
2	Changes to Matter (Metric practice)	STEM	2 wks
1	Democracy & Civil Rights	Humanities	3 wks
3	Earth Systems	STEM	2 wks
4	Water on Earth	STEM	2.5 wks
2	Human Rights	Humanities	1.5 wks
3	Bias/Perspective Part A (4 weeks - 2 novels)	Humanities	8 wks
5	Interactions with Earth, Sun, & Moon Systems	STEM	8 wks
4	Prejudice & Injustice	Humanities	4 wks

6	Energy & Matter in Ecosystems	STEM	4 wks
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Assessments

Evaluation of student achievement in this course will be based on the following:

- Aligned to ELA expectations.
- Mock Trial
- CERs

Curriculum Resources

[Google Maps](#)

[NJ Amistad Curriculum](#)

Wonder

Malala

[Crisis of Nations](#)

[Close reading of Article 1 of the Universal Declaration of Human Rights \(UDHR\)](#)

[A Short History of Human Rights](#)

The Lions of Little Rock

[Brown v. Board of Education PBS](#)

Number the Stars

[NJ Holocaust Curriculum:](#)

[My Hero Project](#)

<http://www.nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

The Little Prince

Bud Not Buddy

Newsela

<https://www.youtube.com/watch?v=TooObOfOx4w>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- Engage in reading with your child
- Visit historical sites
- Museums - virtual and real
- [Holocaust Museum](#)