



Stafford Township School District

Social Studies Curriculum Grade 5

2020 New Jersey Student Learning Standards – Social Studies

<https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by-Standard.pdf>

Original Adoption: September 12, 2022

Philosophy

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

New Jersey Statutes

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Laura Wooten Law: N.J.S.A. 18A:35-41 Each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Structure and Coding of the NJSL-SS

• **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.

• **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• **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.

<p>Civics, Government and Human Rights (Civics)</p> <ul style="list-style-type: none"> ● Civic and Political Institutions (PI) ● Participation and Deliberation (PD) ● Democratic Principles (DP) ● Processes, Rules and Laws (PR) ● Human and Civil Rights (HR) ● Civic Mindedness (CM) 	<p>Geography, People, and the Environment (Geo)</p> <ul style="list-style-type: none"> ● Spatial Views of the World (SV) ● Human Population Patterns (PP) ● Human Environment Interactions (HE) ● Global Interconnections (GI)
<p>Economics, Innovation and Technology (Econ)</p> <ul style="list-style-type: none"> ● Economic Ways of Thinking (ET) ● Exchanges and Markets (EM) ● National Economy (NE) ● Global Economy (GE) 	<p>History, Culture and Perspectives (History)</p> <ul style="list-style-type: none"> ● Continuity and Change (CC) ● Understanding Perspectives (UP) ● Historical Sourcing and Evidence (SE) ● Claims and Argumentation (CA)

Recommended Pacing Guide

Exploration and Colonization	60 days
American Revolution	45 days
United States Government and the Constitution	60 days

Unit 1: Exploration and Colonization Including : Amistad Mandate	Duration: 60 Days
New Jersey Student Learning Standards for Social Studies	
<ul style="list-style-type: none"> ● 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.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies ● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States ● 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries. ● 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. ● 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States ● 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration ● 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes ● 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies ● 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.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations. ● 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.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade. • 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries. ● 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. ● 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 ● 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration 	

- **6.1.5.HistoryCC.4:** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- **6.1.5.HistoryCC.7:** Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- **6.1.5.HistoryCC.11:** Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- **6.1.5.HistoryCC.12:** Determine the roles of religious freedom and participatory government in various North American colonies.
- **6.1.5.HistoryCC.13:** Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- **6.1.5.HistoryCC.14:** Compare the practice of slavery and indentured servitude in Colonial labor systems.
- **6.1.5.HistoryUP.1:** Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- **6.1.5.HistoryUP.2:** Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- **6.1.5.HistoryUP.3:** Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- **6.1.5.HistorySE.1:** Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- **6.1.5.HistoryCA.1:** Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Interdisciplinary Connections
New Jersey Student Learning Standards for English Language Arts

Reading

- **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.5.5.** 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 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.

Writing

- **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- **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.
- **W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **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.5.4.** 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.

New Jersey Student Learning Standards for Computer Science and Design Thinking

- **8.1.5.CS.1:** Model how computing devices connect to other components to form a system.
- **8.1.5.CS.2:** Model how computer software and hardware work together as a systems to accomplish tasks
- **8.1.5.CS.3:** Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- **8.1.5.NI.2 -** Describe physical and digital security measures for protecting sensitive personal information

- **8.1.5.IC.1** - Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes
- **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 view of the data
- **8.1.5.DA.4** - Organize and present climate change data visually to highlight relationships or support a claim
- **8.1.5.DA.5**: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- **8.2.5.ITH.2**: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have
- **8.2.5.ITH.4**: Describe a technology/tool that has made the way people live easier or has led to a new business or career
- **8.2.5.ETW.1** - Describe how resources such as material, energy, information, time, tools, people, and capital are used in products and systems
- **8.2.5.EC.1**: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short and long term effects

Career Readiness, Life Literacies, and Key Skills Practices

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student’s college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

- **9.1.5.CR.1**: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- **9.1.5.EG.1** - Explain and give examples of what is meant by the term “tax”

- **9.1.5.EG.2** - Describe how tax monies are spent
- **9.1.5.PB.2** - Describe choices consumers have with money (e.g., save, spend, donate)
- **9.2.5.CAP.1**: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes
- **9.2.5.CAP.2**: Identify how you might like to earn an income
- **9.2.5.CAP.3**: Identify qualifications needed to pursue traditional and nontraditional careers and occupations
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certifications (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.1**: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- **9.4.5.CI.2**: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- **9.4.5.CI.3**: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
- **9.4.5.CT.1**: Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.CT.3**: Describe how digital tools and technology may be used to solve problems.
- **9.4.5.DC.4**: Model safe, legal, and ethical behavior when using online or offline technology
- **9.4.5.DC.5**: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
- **9.4.5.DC.6**: Compare and contrast how digital tools have changed social interactions
- **9.4.5.DC.7**: Explain how posting and commenting in social spaces can have positive or negative consequences
- **9.4.5.GCA.1**: Analyze how culture shapes individual and community perspectives and points of view
- **9.4.5.IML.1**: Evaluate digital sources for accuracy, perspective, credibility, and relevance
- **9.4.5.IML.2**: Create a visual representation to organize information about a problem or issue
- **9.4.5.IML.6**: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- **9.4.5.IML.7**: Evaluate the degree to which information meets a need including social emotional learning, academic and social
- **9.4.5.TL3**: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.TL.4**: Compare and contrast artifacts produced individually to those developed collaboratively
- **9.4.5.TL.5**: Collaborate digitally to produce an artifact

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Trade along the Silk Road connected people from different countries. ● The cultures of African, European and Native 	<ul style="list-style-type: none"> ● How did the Silk Road help people in different lands learn about each other? ● How did past interactions of peoples and cultures shape the American heritage?

<p>American groups coalesced to form the America we know today.</p> <ul style="list-style-type: none"> • The cultures of a myriad of peoples continue to shape the America we live in today. • The environment influences settlement and trade patterns. • The colonies were created with ideas from Europe and Native Americans to create new political, religious, and economic systems. • The colonization of the thirteen colonies was impacted by many factors. 	<ul style="list-style-type: none"> • How do present interactions of peoples and cultures shape the American heritage? • How did/do interactions with the environment shape the American heritage? • How were the colonies and government system created and developed? • What was life like in the colonies? • What elements and events impacted the establishment of the colonies and settling into the United States? • What elements and events contributed to the American Revolution?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> • Students can create a presentation using any form of representation to show and describe an evolution they learned about in this unit. Students can create an interactive timeline of the evolution of any topic from the unit. An example could include the navigation from magnetic compass to current GPS system. • Colonial coins - students use their knowledge of the American colonies to evaluate how well the United States treasury represented the US colonial history on the redesigned quarter. They create new state designs for a future collectible coin, based on the cultural heritage and political history of a region. • Slavery - A thing of the Past? - Students research the history of slavery in the US. They utilize research, note taking, and organizational skills to create a detailed petition to fight slavery that still exists in our modern world in other countries. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Read and respond • Classroom Discussion / class participation / debate • Think, pair, share / team learning • Homework / Exit Slip / Quiz • Observation • Notes/Outlines / journal entries / class newspapers • Writing/quizzes/tests (emphasizing written communication skills) • Time-Lines / Journal entries <p>Summative Assessments</p> <ul style="list-style-type: none"> • Chapter Test • Research report • Project based assessments (using rubrics) • Question/ Answer • Class Projects • Constructed response to open-ended questions (expository/persuasive writing) <p>Benchmark Assessment</p>

- Social Studies Notebook Check with Scoring Rubric
- Alternative Assessments**
- Group Work/Class Discussion Rubric
 - Teacher Observations
 - Questions Starters
 - Participation Rubric
 - Modified Tests/Quizzes/Classwork
 - Reading A-Z
 - Achieve 3000 Leveled Articles
 - Fundamentals Unlimited Books and Assessments

Vocabulary

slave trade	caravan	colony	expedition	charter	self sufficient	meeting house	persecution
mission	emperor	conquest	plantation	stock	dissenter	Mayflower Compact	debtor
missionary	saga	cartographer	convert	cash crop	Pilgrim	Northwest Passage	religious freedom
Renaissance	colonist	pilgrimage	conquest	indentured servant	Separatist	Triangle Trade Route	apprentice
society	conquistador	magnetic compass	Columbian Exchange	House of Burgesses	Puritan	proprietor	slavery

Knowledge and Skills

Content

- Students will*
- Know the government's, belief systems, and family structures of African, European and Native American groups
 - Understand the exploration patterns of new waterways and land groups
 - Understand the impact of science, religion, and technology innovations on European exploration

Skills

- Students will be able to ...*
- Compare and contrast gender roles, religion, values, cultural practices, and political systems of African, European, and Native American groups
 - Evaluate the impact of science, religion, and technology innovations on European exploration
 - Chart and analyze the exploration patterns of

<ul style="list-style-type: none"> • Understand why societies trade, how trade functions and the role of trade during this time period • The colonists adapted ideas from Europe and from Native Americans to create new political, religious and economic systems. • The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. <ul style="list-style-type: none"> • To identify the early stages of the establishment of the American government • To interpret the importance of religious freedom to the development of the colonies • To recognize the power struggle among European countries and its contribution to the development of our new nation • The French and Indian War contributed to the American Revolution. • To determine the factors that impacted the regional identities of the colonies • The roles of religious freedom and participatory government in various North American colonies affected colonization • How race, gender, and status affected social, economic, and political opportunities during Colonial times. • Slavery/ indentured servitude in the Colonial labor system developed over time. 	<p>new waterways and land groups</p> <ul style="list-style-type: none"> • Explain why societies trade, how trade functions and the role of trade during this time period • Recognize that the actions of the individuals, groups, and nations can have intended and unintended consequences. • Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. • Compare and contrast the religion and government in various North American colonies. • Delineate the factors that impacted the regional identities of the colonies. • Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times. • Relate slavery/indentured servitude to Colonial labor systems • Analyze the power struggle among European countries and determine its impact on the economies of the colonies • Determine the impact on people living in Europe and the Americas • Explain the factors that influenced the French and Indian War • Discuss the impact that slavery had on the early United States and why it should no longer exist
Instructional Plan	
Suggested Activities	Resources
Students will create vocabulary cards.	Textbook/Unit Vocabulary List Flashcards
Students will preview videos to activate background knowledge.	Flocabulary
Marco Polo Choice Presentations: Students will be assigned one of the 11 Things You May Not Know about Marco Polo. Groups choose to present a slide show, poster, song, etc. on	http://www.history.com/news/history-lists/11-things-you-may-not-know-about-marco-polo

their topic. Students may also choose to create a play about one of these unknown facts about Marco Polo. These students need to include the characteristics of a play and theatrical elements in their script.	http://www.history.com/topics/exploration/marco-polo/videos/marco-polo
Students will create maps to label continents and oceans.	Outline map
Silk Road Project: Students will create a map showing the trading posts and the items traded in the different regions of Europe and Asia.	Textbook Content leveled readers https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads
Explorer Research Project Choices: <ul style="list-style-type: none"> ● Wanted Poster ● Google Slides presentation ● “Fakebook” profile on assigned explorer including status updates 	Internet/Textbook http://www.ducksters.com/biography/explorers/ Content leveled readers Biographies
Students will engage in close reading activities.	Reading A-Z // Achieve3000
Students will illustrate a diary from the point of view of a Jamestown colonist.	Textbook, supplemental readers, internet
Students will conduct research on the women in Colonial America.	Internet/Textbook
Students will be assigned different roles (rum maker, plantation owner, slave traders, etc.) All parties with the exception of the slaves will be given pennies and will simulate the triangular trade.	Barrels, job description tags, pennies, large area to be labeled with different locations (Colonies, England, West Indies, etc)
Students will create a classroom compact.	Textbook, examples from history and modern times
Students can create a Colonial job fair. They can set up booths/posters to describe jobs from the colonial times and try to persuade people to join that profession through his/her presentation.	Information about jobs from the colonial times, posters, craft materials
Students will participate in a self-government reenactment. They will assume different roles in the community to observe and better understand the roles in a government system.	Background knowledge of self-government
Triangular Slave Trade – Students can read about and discuss the process of the Triangular Slave Trade. Students can discuss the cruel and harsh conditions the slaves endured and why it is important for this to have ended. Students can write about what	https://historyforkids.org/triangular-slave-trade/

they have learned about slave trade and why it should no longer continue.	
Amistad Mandate - Activities across the grades and across the curriculum bring to life the story of the revolt on the Amistad.	https://www.educationworld.com/a_lesson/lesson043.shtml
Literature	
<i>Pedro's Journal</i> <i>Who Was Christopher Columbus?</i> <i>Who Was Amerigo Vespucci?</i> <i>The Travels of Marco Polo</i> By Marco Polo and Peter Harris Jamestown: New World Adventure Pocahontas: The True Story of the Powhatan Princess The Paradox of Jamestown: 1585-1700 Amistad: The Story of a Slave Ship by Patricia C. McKissack- Escape to Freedom: A Play About Young Frederick Douglass by Ossie Davis	
Websites	
www.ducksters.com	
www.history.com	
Discovery Education Media http://www.discoveryeducation.com/	
https://en.unesco.org/silkroad/silk-road-themes/cities-silk-roads	
Triangular Slave Trade / Middle Passage	
Promethean Planet http://www.prometheanplanet.com/en-us/	
Brain Pop http://www.brainpop.com/	
Virtual Field Trip to Jamestown - http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone	
Historic Jamestown - http://historiciamestowne.org/visit-virtually/	
Historic Virginia Virtual Field Trip - http://www.jslid.com/502/va_history/index.html	
Amistad Interactive Curriculum - http://www.njamistadcurriculum.net/history/units	
https://www.educationworld.com/a_lesson/lesson043.shtml	
Accommodations & Modifications	
English Language Learners <ul style="list-style-type: none"> ● Pre teach vocabulary and associate with pictures when necessary ● View maps of regions ● Build background knowledge 	

- Ensure directions/expectations are understood
- Provide extra time if needed
- Strategic seating / grouping
- Use visual aids and gestures
- Provide outlines, notes, summaries and/or graphic organizers when warranted
- Frequent check ins to check for understanding and to review key ideas
- Provide student with a study guides for tests

Gifted and Talented

- Differentiated instruction
- Students design their own questions / projects
- Higher level texts provided
- Choice Board to extend learning and lesson topics
- Strategic seating / grouping
- Provide opportunity to peer tutor or partner learning

Basic Skills

- Follow RTI strategies
- Apply strategies suggested in I & RS plan
- Provide extra time when necessary
- Chunk texts into manageable pieces
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Activate prior knowledge to help make connections
- Use graphic organizers / notes / outlines
- Provide study guides for tests

Economically Disadvantaged

- Provide student with materials and supplies to support lesson and home connections
- Help student to make real life connections to the lesson by relating the skills and understandings to the student's background
- Be flexible with assignments
- Provide students with outlines, graphic organizers, and study guides

Students with IEPs

- Follow specific IEP accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments

- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Follow specific 504 plan accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Help to provide basic needs while the child is in school (food, clothing, etc)
- Pair with adult mentor or buddy
- Ensure child has access to all appropriate academic resources both in school and at home
- Allow students to complete assignments in school
- Provide cooperative learning activities

Unit 2: American Revolution
Including: Diversity & Inclusion Mandate

Duration: 45 Days

New Jersey Student Learning Standards for Social Studies

- **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.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **6.1.5.CivicsHR.2:** Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.GeoPP.6:** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.
- **6.1.5.HistoryCC.1:** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **6.1.5.HistoryCC.3:** Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- **6.1.5.HistoryCC.5:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryCC.6:** Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
- **6.1.5.HistoryCC.10:** Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- **6.1.5.HistoryUP.5:** Compare and contrast historians' interpretations of important historical ideas, resources and events.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts

Reading

- **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.5.5.** 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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- **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.
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- **W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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- **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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Career Readiness, Life Literacies, and Key Skills

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

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9.1 Personal Financial Literacy

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9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- **9.1.5.EG.1** - Explain and give examples of what is meant by the term “tax”
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- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology
- **9.4.5.DC.5:** Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
- **9.4.5.DC.6:** Compare and contrast how digital tools have changed social interactions
- **9.4.5.DC.7:** Explain how posting and commenting in social spaces can have positive or negative consequences
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility, and relevance
- **9.4.5.IML.2:** Create a visual representation to organize information about a problem or issue
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- **9.4.5.IML.7:** Evaluate the degree to which information meets a need including social emotional learning, academic and social
- **9.4.5.TL3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.TL.4:** Compare and contrast artifacts produced individually to those developed collaboratively

<ul style="list-style-type: none"> ● 9.4.5.TL.5: Collaborate digitally to produce an artifact 	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There were several causes of the American Revolution, including the formation of the colonies, taxes, French and Indian War, taxation, and more. ● The Declaration of Independence was a statement written to declare freedom from Great Britain for the thirteen colonies. ● Although the British were a stronger force and expected to win the war, pivotal battles of the American Revolution led the Patriots to an improbable victory 	<ul style="list-style-type: none"> ● What were the causes of the American Revolution? ● How did the American Revolution impact the colonies and United States? ● How did the creation of the Declaration of Independence shape the new nation? ● What strengths and weaknesses were held by the British forces and the Patriots? ● Why were Washington's leadership and support of the French critical to the American victory?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> ● Students can create a timeline of the events leading up to the Revolutionary War ● Students can take the role of on the front reporter and share what they have learned about pivotal battles in the Revolutionary War ● Students can create an interactive map of the major battles 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Read and respond ● Classroom Discussion / class participation / debate ● Think, pair, share / team learning ● Homework / Exit Slip / Quiz ● Observation ● Notes/Outlines / journal entries / class newspapers ● Writing/quizzes/tests (emphasizing written communication skills) ● Time-Lines ● Journal entries <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Chapter Test ● Research report ● Project based assessments (using rubrics) ● Question/ Answer

	<ul style="list-style-type: none"> ● Class Projects ● Constructed response to open-ended questions (expository/persuasive writing) <p>Benchmark Assessment</p> <ul style="list-style-type: none"> ● Social Studies Notebook Check with Scoring Rubric <p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Reading A-Z ● Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
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Vocabulary

protest	colony	taxation	Patriot	boycott	revolution
trading	dispute	representation	repeal	proposal	proclamation
territory	rural	Loyalist	tariff	treaty	Democratic

Knowledge and Skills

Content	Skills
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> ● Growth in the colonies and the start of self-rule coupled with British neglect created a shared experience that fostered a new identity. ● The colonists were at odds with need for military protection and economic stability from Britain and the desire for freedom of movement and settlement throughout the territory ● Patriot or Loyalist leanings were influenced by where you lived and your position in society 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Understand how various economic, cultural, political and religious factors influenced the American Revolution. ● Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. ● Explain how the consequences of the French and Indian War, changes in British policies toward American colonies, and responses by various groups and

- The Declaration of Independence not only established the rationale for why people need government, but also attempted to persuade people to join the American Revolution by identifying complaints against the King.
- The improbable victory of the American Colonies over the dominating force of Great Britain and how this victory sparked similar revolutions world wide.

individuals in the North American colonies led to the American Revolution.

- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
- 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.
- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Explain 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.
- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- Explain why New Jersey's location played an integral role in the American Revolution.
- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- Analyze the impact of George Washington as General of the American Revolutionary forces and as the first president of the United States.

Instructional Plan

Suggested Activities	Resources
Students will create an editorial title, "News Then" about an event during the American Revolution.	Textbook/Internet/ iPad or other recorder
Students create Liberty Tree protest posters.	Tax research packet and art supplies
Students will engage in a Tax Twitter campaign.	Sentence strips, index cards, taxes information
Students will participate in close reading assignments.	Reading A-Z // Achieve 3000
Students will log a journal entry as a soldier who fought in Bunker Hill.	Textbook, internet
Students will debate Congress Proposals using colonial taxes and modern issues.	Background of colonial taxes, and historical, and modern issues/current events
Students will create an evolution project of communication demonstrating how communication has evolved from colonial times to modern times.	Information about communication from different times periods discussed in the unit
Students will engage in a webquest and investigate the events of the Boston Massacre	https://www.createwebquest.com/webquest/boston-massacre https://www.thefreedomtrail.org/trail-sites/boston-massacre-site
Students will look at the early history of widespread slavery in colonial America, and the ways in which some Northern slaves chose to deal with their situation amidst the chaos of the American Revolution.	https://www.thirteen.org/wnet/slavery/teachers/lesson1.html
<p><u>Diversity and Inclusion</u> <u>MLK - The Dream Lives On</u> - students will create a multimedia presentation about equality in America, incorporating history, current events, technology, interviewing, and writing skills into a comprehensive study of civil rights in America.</p>	https://sn4.scholastic.com/issues/2020-21/011821/king-s-dream-lives-on.html https://www.nea.org/resource-library/classroom-resources-martin-luther-king-jr-day https://www.nps.gov/mlkm/index.htm
Literature	
<p><i>Thomas Jefferson: Voice of Liberty</i> <i>Autobiography of Thomas Jefferson</i> by Thomas Jefferson <i>George Washington's Socks</i> <i>Crispus Attucks: Black Leader of Colonial Patriots</i> <i>The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights</i> by Russell Freedman <i>Honor to the Hills</i> By: Eileen Charbonneau <i>Escape to Freedom: A Play About Young Frederick Douglass</i> by Ossie Davis</p>	

We the Kids: The Preamble to the Constitution of the United States by David Catrow

Websites

www.history.org

www.thefreedomtrail.org

Schoolhouse Rock-No More Kings <https://www.youtube.com/watch?v=WvOZs3q3qlo>

<https://www.thefreedomtrail.org/trail-sites/boston-massacre-site>

<https://www.thirteen.org/wnet/slavery/teachers/lesson1.html>

Discovery Education Media: <http://www.discoveryeducation.com/>

Promethean Planet: <http://www.prometheanplanet.com/en-us/>

Brain Pop: <http://www.brainpop.com/>

<https://sn4.scholastic.com/issues/2020-21/011821/king-s-dream-lives-on.html>

<https://www.nea.org/resource-library/classroom-resources-martin-luther-king-jr-day>

<https://www.nps.gov/mlkm/index.htm>

Accommodations & Modifications

English Language Learners

- Pre teach vocabulary and associate with pictures when necessary
- View maps of regions
- Build background knowledge
- Ensure directions/expectations are understood
- Provide extra time if needed
- Strategic seating / grouping
- Use visual aids and gestures
- Provide outlines, notes, summaries and/or graphic organizers when warranted
- Frequent check ins to check for understanding and to review key ideas
- Provide student with a study guides for tests

Gifted and Talented

- Differentiated instruction
- Students design their own questions / projects
- Higher level texts provided
- Choice Board to extend learning and lesson topics
- Strategic seating / grouping
- Provide opportunity to peer tutor or partner learning

Basic Skills

- Follow RTI strategies
- Apply strategies suggested in I & RS plan
- Provide extra time when necessary
- Chunk texts into manageable pieces
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Activate prior knowledge to help make connections
- Use graphic organizers / notes / outlines
- Provide study guides for tests

Economically Disadvantaged

- Provide student with materials and supplies to support lesson and home connections
- Help student to make real life connections to the lesson by relating the skills and understandings to the student's background
- Be flexible with assignments
- Provide students with outlines, graphic organizers, and study guides

Students with IEPs

- Follow specific IEP accommodations and modifications
- Follow specific 504 accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Follow specific 504 plan accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Help to provide basic needs while the child is in school (food, clothing, etc)
- Pair with adult mentor or buddy
- Ensure child has access to all appropriate academic resources both in school and at home

- Allow students to complete assignments in school
- Provide cooperative learning activities

Unit 3: The US Government & The Constitution
Including: Holocaust mandate

Duration: 60 Days

New Jersey Student Learning Standards for Social Studies

- **6.1.5.CivicsPI.6:** Distinguish the roles and responsibilities of the three branches of the national government.
- **6.1.5.CivicsPI.8:** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- **6.1.5.CivicsDP.1:** Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.1:** Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- **6.1.5.CivicsHR.3:** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsCM.6:** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.EconNE.5:** Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- **6.1.5.EconNE.7:** Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- **6.1.5.HistoryCC.15:** Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- **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.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.
- **6.3.5.GeoHE.1:** Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

- **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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- **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and nontraditional careers and occupations
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certifications (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CI.1:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- **9.4.5.CI.2:** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- **9.4.5.CT.1:** Identify and gather relevant data that will aid in the problem-solving process
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.DC.4:** Model safe, legal, and ethical behavior when using online or offline technology
- **9.4.5.DC.5:** Identify the characteristics of a positive and negative online identity and the lasting implications of online activity
- **9.4.5.DC.6:** Compare and contrast how digital tools have changed social interactions
- **9.4.5.DC.7:** Explain how posting and commenting in social spaces can have positive or negative consequences
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view
- **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility, and relevance

<ul style="list-style-type: none"> ● 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic and social ● 9.4.5.TL3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. ● 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively ● 9.4.5.TL.5: Collaborate digitally to produce an artifact 	
Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Articles of Confederation’s weaknesses led to the writing of the US Constitution ● The Framers of the Constitution made compromises over slavery and representation in order to gain support for the document ● The Constitution is the set of laws of the United States and the Bill of Rights is the first ten amendments to the US Constitution. ● Amendments to the Constitution can be made but it requires completing a strict process involving Congress, the Supreme Court, and a state vote 	<ul style="list-style-type: none"> ● What were the weaknesses of the Articles of Confederation? ● Why was there a need to develop a new government? ● What were the similarities and differences among the framers of the Constitution? ● How does the Constitution define and protect individuals’ rights? ● How did the Bill of Rights impact the Constitution? ● Why is the Constitution called a “living document?”
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments
<ul style="list-style-type: none"> ● <u>Preamble</u> - analyze the meaning of the opening statement to the Constitution and make connections with each statement to our personal lives ● <u>Kids' Hyper-Constitution</u> - examine parts of the Constitution. Rewrite and illustrate using language that elementary school students can understand. Add hyperlinks to the document to explain the various rights, 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Read and respond ● Classroom Discussion / class participation / debate ● Think, pair, share / team learning ● Homework / Exit Slip / Quiz ● Observation ● Notes/Outlines / journal entries / class newspapers ● Writing/quizzes/tests (emphasizing written

- what they mean to elementary school students, and what might happen if they didn't exist.
- Make a virtual flowchart, tracking the movement of a Bill from its initial stages to it being signed into law.

- communication skills)
- Time-Lines
- Journal entries

Summative Assessments

- Chapter test
- Research Report
- Question/ Answer
- Class Projects
- Unit Content Tests
- Project Based Learning- Performance assessments
- Constructed Response to Open-ended Prompts
- Expository/Persuasive writings

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Reading A-Z // Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

Vocabulary

Articles of Confederation	amendment	legislative	Supreme Court	cabinet	union
Constitution	compromise	executive	bill	term	Liberty
Bill of Rights	delegate	judicial	law	checks and balances	abolish

Knowledge and Skills

Content

Skills

<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • How the early form of the government created The Articles of Confederation but it was not strong enough to sustain the growth of the nation • How the Founding Fathers contributed to the establishment of our nation's government. • Compromises were made at the Constitutional Convention regarding: strong national government v. strong state government; representation based on population v. equal for each state; protect slavery v. abolish slavery • The Constitution assigned power to the government to protect individuals' rights to life, liberty, and the pursuit of happiness, yet placed limits on the government so it could not threaten those rights. • Out of the desire to not have one leader with all of the power (eg: king) the framers divided the government into three branches with equal power and a system of checks and balances over one another • The Bill of Rights protects individual freedoms and protects the rights of the accused • The Constitution endures today because it allows for change and gives power directly to the people 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Explain the setting of writing the Constitution and why the Framers felt they needed to be secluded during the process • Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. • Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. • Analyze why did the Framers write the Constitution so that the government has the power to protect individuals' rights but place limits on the government so it could not threaten those rights • Justify why there was a debate on whether or not to ratify the Constitution. • Illustrate what the Bill of Rights protects. • Evaluate the impact of the Constitution and Bill of Rights on current day issues. • Discuss the importance of freedom and equality for all people
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>School House Rock: Preamble</p>	<p>https://www.youtube.com/watch?v=8_NzZvdsbWI</p>
<p><u>Branches of Government</u> -research and represent each branch with the specific powers granted in a graphic form</p>	<p>Text / internet https://www.whitehouse.gov/about-the-white-house/our-government/</p>
<p>Research a selected amendment from the Bill or Rights - define, explain, and illustrate in everyday life terms</p>	<p>Text / internet / https://constitutioncenter.org/interactive-constitution/white-papers/the-declaration-the-constitution-and-the-bill-of-rights</p>
<p>Holocaust Remembrance: students will read and reflect on themes involving the Holocaust and other genocides</p>	<p>https://www.nj.gov/education/holocaust/curriculum/materials/</p>

throughout history. Students will engage in activities that reinforce the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.	https://echoesandreflections.org/
Literature	
<i>Thomas Jefferson: Voice of Liberty</i> <i>Autobiography of Thomas Jefferson</i> by Thomas Jefferson <i>The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights</i> by Russell Freedman <i>Honor to the Hills</i> By: Eileen Charbonneau <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow	
Websites	
https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/	
https://constitutioncenter.org/	
https://www.youtube.com/watch?v=8_NzZvdsbWI - The Preamble	
Brain Pop: http://www.brainpop.com/	
https://www.nj.gov/education/holocaust/curriculum/materials/	
https://echoesandreflections.org/	
Accommodations & Modifications	
English Language Learners	
<ul style="list-style-type: none"> ● Pre teach vocabulary and associate with pictures when necessary ● View maps of regions ● Build background knowledge ● Ensure directions/expectations are understood ● Provide extra time if needed ● Strategic seating / grouping ● Use visual aids and gestures ● Provide outlines, notes, summaries and/or graphic organizers when warranted ● Frequent check ins to check for understanding and to review key ideas ● Provide student with a study guides for tests 	
Gifted and Talented	
<ul style="list-style-type: none"> ● Differentiated instruction ● Students design their own questions / projects ● Higher level texts provided ● Choice Board to extend learning and lesson topics ● Strategic seating / grouping ● Provide opportunity to peer tutor or partner learning 	

Basic Skills

- Follow RTI strategies
- Apply strategies suggested in I & RS plan
- Provide extra time when necessary
- Chunk texts into manageable pieces
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Activate prior knowledge to help make connections
- Use graphic organizers / notes / outlines
- Provide study guides for tests

Economically Disadvantaged

- Provide student with materials and supplies to support lesson and home connections
- Help student to make real life connections to the lesson by relating the skills and understandings to the student's background
- Be flexible with assignments
- Provide students with outlines, graphic organizers, and study guides

Students with IEPs

- Follow specific IEP accommodations and modifications
- Follow specific 504 accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students with 504 plan

- Follow specific 504 plan accommodations and modifications
- Strategic grouping / preferential seating
- Pre-teach concepts/ Activate prior knowledge
- Restate directions and check for understanding
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

Students at Risk of Failure:

- Help to provide basic needs while the child is in school (food, clothing, etc)
- Pair with adult mentor or buddy
- Ensure child has access to all appropriate academic resources both in school and at home
- Allow students to complete assignments in school
- Provide cooperative learning activities