

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Introduction:

Students in Fifth Grade will complete 9 Topic Lessons in Social Studies. All units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: August 16 , 2022

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Created By: J. Oldham

Revised On:

Revised By:

Recommended Pacing Guide

1. The First Americans	15 Days
2. Age of Exploration	17 Days
3. Settling the Colonies in North America	20 Days
4. Life in the Colonies	21 Days
5. The American Revolution	21 Days
6. A New Nation	21 Days
7. Life in the Young Republic	22 Days
8. Westward Expansion	21 Days
9. Civil War and Reconstruction	19 Days

Lesson 1 - The First Americans

Duration: 15 Days

Student Objectives/Standards/Learning Targets

The student will:

- Identify and describe the ways of life of the ancient American Indians.
- Compare and contrast how geography and climate influenced Indigenous groups differently.
- Define culture and explain how it led to diversity among early American Indians.
- Describe the roles of men, women and children in American Indian society.
- Describe various features of American Indian religious life.
- Describe how American Indian groups chose leaders and governed themselves.
- Define the term economy and describe ways in which American Indian groups used local resources to survive.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- 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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Evidence of Student Learning

Formative Tasks:

- Teacher observation
- Exit cards
- Warm-up Responses
- Student Edition Reading Checks
- Student Edition Lesson Checks

Alternate Assessments:

- Portfolio Assessment Piece
- TikaTok online

Summative Assessments:

- ChapterTest (online or in print)
- QUEST Connection
- QUEST Findings
- QUEST Project Based Learning

Benchmark Assessments:

- Entry-Level Assessments: Social Studies Skills Pre-Test
- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- American Indians both adapted to and modified the geography of their region, creating thriving civilizations in North and South America.
- American Indians used a variety of natural resources to meet their needs for food, clothing and shelter.
- American Indians prospered by creating diverse ways of life and adapting to the climate, resources, and other geographic factors.
- American Indians developed rich culture traditions, creating societies

Essential Question:

- How does geography influence how people live?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<p>with complex economies and governments.</p>	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • QUEST Kick-Off • QUEST Connections • QUEST Findings • RAP About it! <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Below level: <i>The First Americans: American Indians</i> • On level: <i>The Nations of North America</i> • Advanced: <i>The History of American Indian Nations</i> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>The Birchbark House</i> by Louise Endrich • <i>Eagle Boy: A Pacific Northwest Native Tale</i> by Richard Lee Vaughan • <i>The Earth is My Mother</i> by Bev Doolittle and Elise Maclay • <i>The First Americans: The Story of Where They Came From and Who They Became</i> by Anthony Aveni <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of • Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay

Accommodations/Modifications
<p>English Language Learners:</p> <ul style="list-style-type: none"> • Provide clear and specific directions

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Allow for alternate forms of responses- drawing or speaking instead of writing to
- demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
Provide access to computers, magazines, newspapers, and books so low-income

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Lesson 2: Age of Exploration

Duration: 17 Days

Standards/Learning Targets

The student will:

- Analyze the impact on the advancement of innovations such improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass and the chronometer.
- Summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- Identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India.
- Learn to use textual information and illustrations to understand the sequence of events.
- Explain what motivated the king and queen of Spain to send explorers to find a route west to Asia.
- Describe how Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans.
- Describe the entrepreneurial characteristics of Columbus and later Spanish explorers.
- Define the term colony and describe how Spain started colonies in the Americas.
- Define the Columbian Exchange as an interchange of cultures and goods between Europeans, American Indians and Africans following Columbus's explorations.
- Analyze the consequences of the Columbian Exchange, both positive and negative.
- Draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians and African peoples.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Evidence of Student Learning

Formative Tasks:

- Exit Cards
- Whiteboard Surveys
- Lesson Review

Alternative Assessments:

- Chapter Vocabulary Games
- QUEST: Project-Based Learning
- TikaTok

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<ul style="list-style-type: none"> myWorld Interactive 	
Summative Assessments: <ul style="list-style-type: none"> Lesson Quiz Portfolio Assessment Piece Chapter Assessment 	Benchmark Assessments: <ul style="list-style-type: none"> Beginning of Year SGO Mid-year SGO End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> The desire to expand trade spurred European explorers in the fifteenth and sixteenth centuries to seek new opportunities, some of which had unexpected results. The Age of Discovery launched a period of interaction and exchange among Europe, Africa and the Americas, which has both beneficial and tragic results, and long-lasting effects. This period of time also resulted in advances in technologies such as map-making, and other navigational tools, that would have a lasting impact on future travel. 	Essential Question: <ul style="list-style-type: none"> Why do people explore?
Material/Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> QUEST Kick-Off QUEST Connections QUEST Findings RAP About it! Suggested Holocaust Resources: <ul style="list-style-type: none"> Fania's Heart by Anne Renaud & Richard Rudnicki 	Varied Levels of Text: <ul style="list-style-type: none"> Below level: <i>Preparing for a Voyage</i> On level: <i>Setting Sail: European Explorers</i> Advanced: <i>Ships to Shores: How the Early European Explorers Sailed to the Americas.</i> Classroom Leveled Readers Content Readers Student Activity Mats (online or in print) Suggested Reading: <ul style="list-style-type: none"> <i>Pedro's Journal</i> by Pam Conrad

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<ul style="list-style-type: none"> • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshiteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of • Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay 	<ul style="list-style-type: none"> • <i>A World of Wonders: Geographic Travels in Verse and Rhyme</i> by J. Patrick Lewis • <i>Animals Christopher Columbus Saw: An Adventure in the New World</i> by Sandra Markle • <i>What if You Met a Pirate?</i> By Jan Adkins <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield
---	---

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to
- demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Lesson 3: Settling the Colonies in North America

Duration: 20 Days

Objectives/Standards/Learning Targets

The student will:

- Analyze the relationships between Spanish settlers and American Indians.
- Understand the effects of the competition between the European countries to settle in North America.
- Summarize the impact of the encomienda system in the Spanish settlements.
- Describe the importance of the Spanish mission in the spread of Spanish settlements in North America.
- Explain why and how the English started colonies in Virginia.
- Analyze the impact of geography and climate on the Virginia colonies.
- Summarize the sequence of events leading to a permanent settlement in Virginia.
- Trace the development of representative government in Virginia.
- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England.
- Explain the significance of the Mayflower Compact.
- Describe the relationship between American Indians and English settlers in New England.
- Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life.
- Identify ways in which Europeans competed for economic opportunities in North America.
- Summarize the relationship between American Indians and the French, and between American Indians and the Dutch.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Identify the major French and Dutch explorers that established colonies in North America.
- Compare the colonization efforts of the English, French, and Dutch in North America.

New Jersey Student Learning Supporting Standards:

- 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.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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Evidence of Student Learning

Formative Tasks:

- Exit Cards
- Whiteboard Surveys
- Lesson Review
- myWorld Interactive

Alternative Assessments:

- Chapter Vocabulary Games
- QUEST: Project-Based Learning
- TikaTok

Summative Assessments:

- Lesson Quiz
- Portfolio Assessment Piece
- Chapter Assessment

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Immigrants leave their homelands due to political and economic problems and to seek religious freedom and economic opportunities.
- Colonization of the Americas had unintended and sometimes devastating consequences.

Essential Question:

- Why do people leave their homelands?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<ul style="list-style-type: none"> • When people from different cultures first meet, there are opportunities for cooperation and compromise as well as for conflict. • Europeans and American Indians often had different points of view. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Lesson Check • myWorld Interactive • Chapter Vocabulary Games • QUEST: Project-Based Learning <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of • Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) • Below level: <i>The Colonies of North America</i> • On level: <i>Europe's Colonies in North America</i> • Advanced: <i>Europe in North America: A History of the Colonies</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>Blood on the River</i> by Elisa Carbone • <i>The Mayfoerand the Pilgrims' New World</i> by Nathaniel Ohilbrick • <i>Roanoke: The Lost Colony - An unsolved Mystery from History</i> by Hedi Elisabet Yolen Stemple and Jane Yolen • <i>1621: A New Look at Thanksgiving</i> by CatherineO'Neill Grace and Margaret M. Bruchac <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Phone/Zoom conferences as an alternative.
Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Unit 4 Life in the Colonies

Duration: 21 Days

Standards/Learning Targets

The student will:

- Compare and contrast the geography of the New England, Middle and Southern Colonies.
- Analyze how the land and climate had an impact on the development of communities in the three colonial regions.
- Compare and contrast the resources and economies of the three colonial regions.
- Explain how protectionism and mercantilism affected the colonies and trade.
- Describe the triangular trade and provide examples of items imported and exported via the trade routes.
- Discuss the roles people of various classes, women and children played in colonial America.
- Explain the influence of the Great Awakening.
- Summarize the advent of slavery in the American colonies.
- Describe the life of enslaved Africans.
- Discuss ways in which enslaved Africans resisted slavery.
- Explain the causes and effects of conflicts between Native Americans and European settlers.
- Identify key groups and people involved in major conflicts between Native Americans and European settlers.
- Analyze the causes of the French and Indian War.
- Identify George Washington's role in the French and Indian War.
- Assess how the conflicts and alliances during the French and Indian War affected the British colonies.
- Describe the role played by American Indians in the French and Indian War and the events that followed.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 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.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Evidence of Student Learning

Formative Tasks:

Alternative Assessments:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
<ul style="list-style-type: none"> • Exit Cards • Whiteboard Surveys • Lesson Review • myWorld Interactive 	<ul style="list-style-type: none"> • Chapter Vocabulary Games • QUEST: Project-Based Learning • TikaTok
Summative Assessments: <ul style="list-style-type: none"> • Portfolio Assessment Piece • Unit Tests 	Benchmark Assessments: <ul style="list-style-type: none"> • Beginning of Year SGO • Mid-year SGO • End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> • Environment and location influence where people live and what they do there. • People adapt and modify the world around them to better suit their needs. • Trade and technology promote economic growth. • Varied systems of labor were factors in the prosperity of colonial America. • As people and nations interact, they shape cultural and political institutions in new ways. 	Essential Question: <ul style="list-style-type: none"> • What does it take to build a new society?
Core Instructional & Supplemental Materials	
Suggested Activities/Resources: <ul style="list-style-type: none"> • Lesson Check • myWorld Interactive • Chapter Vocabulary Games • QUEST: Project-Based Learning Suggested Holocaust Resources: <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn • Number the Stars by Lois Lowry 	Varied Levels of Text: <ul style="list-style-type: none"> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) • Below level: <i>Life in the American Colonies</i> • On level: <i>The Colonial People of the 1700s</i> • Advanced: <i>The Colonial Experience: Voices from the 1700s</i> Suggested Reading: <ul style="list-style-type: none"> • <i>Finding Providence: The Story of Roger Williams</i> by Avi • <i>Many Thousands Gone</i> by Virginia Hamilton • <i>To Be a Slave</i>, edited by Julius Lester and Tom Feelings

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Escape from Berlin by Marcia Weiss
- Posner Greenhorn by Anna Olswanger
- Irena's Children A True Story of
- Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell
- The End of the Line by Sharon McCay

Suggested Amistad Resources:

- Grandmama's Pride by Becky Birtha
- Beat the Story Drum, Pum Pum by Ashley Bryan
- Honor to the Hills by Eileen Charbonneau
- Satchel Paige by Lesel Cline-Ransome
- Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis
- A Girl Named Disaster by Nancy Farmer
- The Best Time of Day by Valerie Flournoy
- For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to
- demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the
- pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to
- contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to type/utilize technology for written responses when appropriate.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
 - Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
- Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Lesson 5: The American Revolution

Duration: 21 Days

Student Objectives/Standards/Learning Targets

The student will:

- Explain how tensions rose between the American colonists and the British following the French and Indian War.
- Identify leaders and groups who organized protests.
- Explain the events that led to the beginning of the American Revolutionary War.
- Identify Patriot and British leaders at the beginning of the revolution and their impact.
- Understand the significance of the First Continental Congress.
- Describe the purpose, actions and significance of the Second Continental Congress.
- Identify the leaders who wrote and signed the Declaration of Independence.
- Compare the advantages and disadvantages of each side of the American Revolution.
- Identify and map the major military battles and campaigns of the war and describe their importance.
- Summarize how other countries helped the Americas in their fight for independence.
- Understand the roles of women, African Americans and American Indians in the American Revolution.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 6.1.5.HistoryCC.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade		Content Area: Social Studies	
<p>such as personal, academic, community and global</p> <ul style="list-style-type: none">9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and point of view9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
Formative Tasks: <ul style="list-style-type: none">Exit CardsWhiteboard SurveysLesson ReviewmyWorld Interactive		Alternative Assessments: <ul style="list-style-type: none">Chapter Vocabulary GamesQUEST: Project-Based LearningTikaTok	
Summative Assessments: <ul style="list-style-type: none">Lesson QuizPortfolio Assessment PieceChapter Assessment		Benchmark Assessments: <ul style="list-style-type: none">Beginning of Year SGOMid-year SGOEnd of year SGO	
Knowledge & Skills			
Enduring Understandings: <ul style="list-style-type: none">People can stand up for what they believe.Many American colonists united in the common goal of freedom and were willing to fight for it.Political change can have costs and benefits for different groups.There are universal rights that all people share.		Essential Questions: <ul style="list-style-type: none">What is worth fighting for?	
Core Instructional & Supplemental Materials			
Suggested Activities/Resources: <ul style="list-style-type: none">Lesson CheckmyWorld InteractiveChapter Vocabulary GamesQUEST: Project-Based Learning Suggested Holocaust Resources: <ul style="list-style-type: none">Fania’s Heart by Anne Renaud & Richard Rudnicki		Varied Levels of Text: <ul style="list-style-type: none">Classroom Leveled ReadersContent ReadersStudent Activity Mats (online or in print)Below level: <i>Revolution in America</i>On level: <i>The Road to Independence</i>Advanced: <i>America’s Fight for Independence</i> Suggested Reading: <ul style="list-style-type: none"><i>Johnny Tremain</i> by Esther Forbes	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshiteyn
- Number the Stars by Lois Lowry
- Escape from Berlin by Marcia Weiss
- Posner Greenhorn by Anna Olswanger
- Irena's Children A True Story of
- Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell
- The End of the Line by Sharon McCay

Suggested Amistad Resources:

- Grandmama's Pride by Becky Birtha
- Beat the Story Drum, Pum Pum by Ashley Bryan
- Honor to the Hills by Eileen Charbonneau
- Satchel Paige by Lesel Cline-Ransome
- Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis
- A Girl Named Disaster by Nancy Farmer
- The Best Time of Day by Valerie Flournoy
- For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged
- Display a word wall with current academic vocabulary in each subject

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Lesson 6: A New Nation	Duration: 21 Days
Student Objectives/Standards/Learning Targets	
<p>The student will:</p> <ul style="list-style-type: none">• Understand how the U.S. government was structured under the Articles of Confederation and identify the weaknesses of this structure.• Explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government.• Summarize the principles of the Land Ordinance and the Northwest Ordinance on U.S. settlers and American Indians.• Explain why the Constitutional Convention was held.• Identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it.• Explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances.• Differentiate between powers that belong to the federal government and to the states under the Constitution.• Compare and contrast the views of Federalists and Anti-Federalists.• Describe the process that led to the ratification of the Constitution by the states.• Explain the relationship between the ratification of the Constitution and the Bill of Rights.• Describe how the Bill of Rights provides protections for all American citizens.• Analyze important sections and clauses of the Constitution and how those clauses are important to citizens today.	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Describe how the Supreme Court serves as a check on the power of the branches of government, and how the other branches check the power of the court.
- Describe the process of amending the Constitution.
- Summarize how voting rights have been expanded to include more citizens.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 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.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Formative Tasks:

- Exit Cards
- Whiteboard Surveys
- Lesson Review
- myWorld Interactive

Alternative Assessments:

- Chapter Vocabulary Games
- QUEST: Project-Based Learning
- TikaTok

Summative Assessments:

- Lesson Quiz
- Portfolio Assessment Piece
- Chapter Assessment

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- Every citizen is equal under the laws of the United States.
- The U.S.Constitution is an enduring document that has been amended over time.
- The U.S. Constitution guarantees the rights of citizens and gives them power over the government.

Essential Question:

- What is the purpose of government?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<ul style="list-style-type: none"> • The U.S. Constitution provides a system with separation of powers and checks and balances to help limit the power of the federal government. • Compromise was used to find a balance between the needs and desires of various groups brought together under the U.S. Constitution. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Lesson Check • myWorld Interactive • Chapter Vocabulary Games • QUEST: Project-Based Learning <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of • Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) • Below level: <i>Writing the U.S. Constitution</i> • On level: <i>We the People: The History of the Constitution</i> • Advanced: Checks and Balances: Creating the United States Government <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>We the Kids: The Preamble to the Constitution of the United States</i> by David Catrow • <i>The Amazing Life of Benjamin Franklin</i> by James Cross Giblin • <i>D is for Democracy: The Citizen's Alphabet</i> by Elissa Grodin • <i>The Autobiography of Benjamin Franklin</i> by Benjamin Franklin <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Accommodations/Modifications

Modifications/Accommodations for all Units

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

what they're learning in the classroom.

- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Lesson 7: Life in the Young Republic

Duration: 22 Days

Student Objectives/Standards/Learning Targets

The student will:

- Analyze the role of George Washington in creating the first cabinet and executive branch of the federal government.
- Compare and contrast the opinions of the Federalist and Democratic-Republican parties regarding issues such as the national bank.
- Summarize the events of John Adams' election as second president and the events that led to the Alien and Sedition Acts.
- Summarize the causes and effects of the Louisiana Purchase.
- Describe the role that Daniel Boone, Lewis and Clark, Zebulon Pike, and John C. Fremont played in the westward expansion of the United States.
- Explain the importance of the Lewis and Clark expedition.
- Identify the causes of the War of 1812.
- List key battles and events of the War of 1812.
- Describe the context in which "The Star Spangled Banner" was written and the main ideas it expresses.
- Discuss the effects of the War of 1812, including the impact on how Americans viewed themselves.
- Explain the purpose of the Monroe Doctrine.
- Discuss the causes and effects of the Indian Removal Act and Trail of Tears.
- Describe the reasons for the influx of immigrants in the early and mid-1800's.
- Identify the cotton gin as one reason for the spread of slavery.
- Discuss how the growth of the country contributed to tensions between the North and the South.
- Identify major leaders of the abolitionist and women's rights movements and the roles they played.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Formative Tasks:

- Exit Cards
- Whiteboard Surveys
- Lesson Review
- myWorld Interactive

Alternative Assessments:

- Chapter Vocabulary Games
- QUEST: Project-Based Learning
- TikaTok

Summative Assessments:

- Lesson Quiz
- Portfolio Assessment Piece
- Chapter Assessment

Benchmark Assessments:

- Beginning of Year SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- The United States grew rapidly during the early and mid-1800's
- The leaders of the United States during this time had a profound impact on future governments, as well as on the ways in which the country grew.
- The War of 1812 challenged the young nation and helped build pride in America and establish an American identity.
- Westward settlement and land policies disrupted the traditions and lives of American Indians.
- Obtaining equal rights was a long process for African Americans, women and many other groups.

Essential Question:

How do leaders shape a nation?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Lesson Check • myWorld Interactive • Chapter Vocabulary Games • QUEST: Project-Based Learning <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshiteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of Courage by Tilar M lazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Below level: <i>The First U.S. Presidents</i> • On level: <i>The Early Presidents of the United States</i> • Advanced: <i>Defining the Presidency: Our Nation's First Presidents</i> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>By Wagon</i> by Enid Meadowcroft • <i>Dandelions</i> by Eve Bunting • <i>Trail of Tears</i> by Joseph Bruchac <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

comprehension

- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
- Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Involve families in student learning
- Respect cultural traditions
- Provide students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Lesson 8: Westward Expansion	Duration: 21 Days
Standards/Learning Targets	
The student will: <ul style="list-style-type: none">• Identify the major inventions that changed the way people worked in the early to mid-nineteenth century.• Describe the improvements to transportation in the nineteenth century.• Describe why Americans settled in Texas and analyze the conflicts that led to the Mexican War.• Identify and explain the concept of Manifest Destiny.	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Explain the cause and effects of declaring California independent.
- Explain the economic and social reasons that led settlers to risk moving west.
- Identify important individuals and their contributions to westward expansion.
- Analyze the causes and effects of the California gold rush.
- Describe events that made California a state.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

new business or career.	
Career Readiness, Life Literacies, & Key Skills: <ul style="list-style-type: none"> ● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 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.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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions. 	
Formative Tasks: <ul style="list-style-type: none"> ● Exit Cards ● Whiteboard Surveys ● Lesson Review ● myWorld Interactive 	Alternative Assessments: <ul style="list-style-type: none"> ● Chapter Vocabulary Games ● QUEST: Project-Based Learning ● TikaTok
Summative Assessments: <ul style="list-style-type: none"> ● Lesson Quiz ● Portfolio Assessment Piece ● Chapter Assessment 	Benchmark Assessments: <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-year SGO ● End of year SGO
Knowledge & Skills	
Enduring Understandings: <ul style="list-style-type: none"> ● Changes in technology have both benefits and costs. ● Technological advances can change how and where people live. ● Nations can gain or lost territory through war, treaties, and the movement of people. 	Essential Question: <ul style="list-style-type: none"> ● What are the costs and benefits of growth?

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

<ul style="list-style-type: none"> • People move for economic, political, and social reasons. • People may undergo personal hardships to obtain economic opportunity or personal freedom. 	
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Lesson Check • myWorld Interactive • Chapter Vocabulary Games • QUEST: Project-Based Learning <p>Suggested Holocaust Resources:</p> <ul style="list-style-type: none"> • Fania's Heart by Anne Renaud & Richard Rudnicki • The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn • Number the Stars by Lois Lowry • Escape from Berlin by Marcia Weiss • Posner Greenhorn by Anna Olswanger • Irena's Children A True Story of • Courage by Tilar M Iazzeo adapted by Mary Cronk Farrell • The End of the Line by Sharon McCay 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Classroom Leveled Readers • Content Readers • Student Activity Mats (online or in print) • Below level: <i>A Changing Nation</i> • On level: <i>The Growth of America</i> • Advanced: <i>America at the Turn of the 19th Century</i> <p>Suggested Reading:</p> <ul style="list-style-type: none"> • <i>The Erie Canal</i> by Martha E. Kendall • <i>Sunsets of the West</i> by Tony Johnston • <i>Ride Like the Wind: A Tale of the Pony Express</i> by Bernie Fuchs • <i>Gold! Gold from the American River</i> by Don Brown <p>Suggested Amistad Resources:</p> <ul style="list-style-type: none"> • Grandmama's Pride by Becky Birtha • Beat the Story Drum, Pum Pum by Ashley Bryan • Honor to the Hills by Eileen Charbonneau • Satchel Paige by Lesel Cline-Ransome • Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis • A Girl Named Disaster by Nancy Farmer • The Best Time of Day by Valerie Flournoy • For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

demonstrate knowledge when you are not specifically assessing writing

- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school
Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who
may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Lesson 9: Civil War and Reconstruction

Duration: 19 Days

Student Objectives/Standards/Learning Targets

The student will:

- Understand the economic, political and geographic differences between the North and the South in the years before the war.
- Summarize different perspectives on both slavery in the western territories and states' rights.
- Describe the efforts that were made to keep the country from dividing.
- Explain the events that led to the Civil War.
- Understand how the Civil War started.
- Compare the political and military strategies of the North and the South.
- Describe the similarities and differences between Abraham Lincoln and Jefferson Davis.
- Assess the strengths and weaknesses of the North and the South.
- Understand the importance of new technologies to the way the war was fought and to its outcome.
- Describe significant battles in the first years of the war.
- Explain the importance of the Emancipation Proclamation and its impact on American life.
- Describe the roles of women, African Americans, and American Indians in the war.
- Understand the hardships on the home front.
- Describe women's contributions to the war effort.
- Explain the impact of letters, newspapers, and photographs that brought the battlefield to the home front.
- List the significant battles and the turning point leading to the war's end.
- Compare the leaders of the two armies.
- Understand the reaction to the war's end.
- Explain the human and material costs of the war in the North and the South.
- Describe the significance of the Gettysburg Address.
- Know how Abraham Lincoln died.
- Understand the effects of Abraham Lincoln's assassination on the course of Reconstruction.
- Compare and contrast the different aims and plans toward Reconstruction held by Congress and Presidents Lincoln and Johnson.
- Explain the difficulty of rebuilding the South.
- Describe the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- Understand the impact on racial relations in the United States made by Reconstruction.
- Relate what happened after Reconstruction.

New Jersey Student Learning Supporting Standards:

- 6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- .1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

- 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.7 Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.8 Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
- 6.1.5.HistoryCC.9 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

Primary Interdisciplinary Connections:

- <https://www.nj.gov/education>

ELA:

- 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.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Computer Science & Design Thinking:

- 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.
- 8.2.5.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.

Career Readiness, Life Literacies, & Key Skills:

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.4.5.Cl.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.Cl.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade		Content Area: Social Studies	
<ul style="list-style-type: none">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.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.			
Formative Tasks: <ul style="list-style-type: none">Exit CardsWhiteboard SurveysLesson ReviewmyWorld Interactive		Alternative Assessments: <ul style="list-style-type: none">Chapter Vocabulary GamesQUEST: Project-Based LearningTikaTok	
Summative Assessments: <ul style="list-style-type: none">Lesson QuizPortfolio Assessment PieceChapter Assessment		Benchmark Assessments: <ul style="list-style-type: none">Beginning of Year SGOMid-year SGOEnd of year SGO	
Knowledge & Skills			
Enduring Understandings: <ul style="list-style-type: none">Social, political, and economic differences can lead to conflict.When change is imposed or forced, it is more difficult.People will fight to protect their beliefs and way of life.In wars, men, women, children and the environment may be affected.Conflicts can have unexpected results that can reshape a country.		Essential Question: <ul style="list-style-type: none">What is worth fighting for?	
Core Instructional & Supplemental Materials			
Suggested Activities/Resources: <ul style="list-style-type: none">Lesson CheckmyWorld InteractiveChapter Vocabulary GamesQUEST: Project-Based Learning		Varied Levels of Text: <ul style="list-style-type: none">Classroom Leveled ReadersContent ReadersStudent Activity Mats (online or in print)Below level: <i>Freedom!</i>	

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade

Content Area: Social Studies

Suggested Holocaust Resources:

- Fania's Heart by Anne Renaud & Richard Rudnicki
- The Dollmaker of Krakow by M. Romero Emil and Karl by Yankev Glatshteyn
- Number the Stars by Lois Lowry
- Escape from Berlin by Marcia Weiss
- Posner Greenhorn by Anna Olswanger
- Irena's Children A True Story of
- Courage by Tillar M Iazzeo adapted by Mary Cronk Farrell
- The End of the Line by Sharon McCay

- On level: *Journey to Freedom*
- Advanced: *Pathways to Freedom*

Suggested Reading:

- *A Volcano Beneath the Snow: John Brown's War Against Slavery* by Albert Marrin
- *Jubilee! One Man's Big, Bold, and Very, Very Loud Celebration of Peace* by Alicia Potter
- *All Different Now: Juneteenth, the First Day of Freedom* by Angela Johnson

Suggested Amistad Resources:

- Grandmama's Pride by Becky Birtha
- Beat the Story Drum, Pum Pum by Ashley Bryan
- Honor to the Hills by Eileen Charbonneau
- Satchel Paige by Lesel Cline-Ransome
- Escape to Freedom: A Play About Young Frederick Douglas by Ossie Davis
- A Girl Named Disaster by Nancy Farmer
- The Best Time of Day by Valerie Flournoy
- For the Love of the Game: Michael Jordan and Me by Eloise Greenfield

Accommodations/Modifications

English Language Learners:

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide extended time
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Build in more group work to allow ELL students to interact and communicate with peers
- Collaborate with language professionals and ESL teachers
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Utilize visual charts/cues
- Display a word wall with current academic vocabulary in each subject
- Gather materials such as visuals, models, manipulatives, videos and other tangible referents to contextualize the lesson.
- Allow the use of audio books when appropriate.

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Extended Time to complete tests and assignments
- Provide manipulatives when needed
- Provide additional time as needed.
- Allow the use of audio books when appropriate.
- Allow the use of text to speech technology when appropriate.
- Utilize translation technology when appropriate.
- Shorten assignments as needed.
 - Allow students to respond verbally when appropriate.
- Allow students to type/utilize technology for written responses when appropriate.
- Provide study guides as needed.
- Repeat, clarify and model directions as needed.
- Testing in a small group as needed

Students at Risk of Failure:

- Build a safe and nurturing atmosphere
- Assign peer tutor
- Frequently check for understanding
- Check in with students on progress during projects or long assignments
- Utilize centers to address areas of need.

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Phone/Zoom conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income
- students can see and work with printed materials
- Providing needed academic resources (paper, pencils, computer time)
- Helping students to set goals and build goal-setting skills
- Place more importance on attitude, effort, and strategy
- Provide technology tools for the home.

Culturally Diverse:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor

Long Beach Island Consolidated School District Curriculum Guide

Grade: 5th Grade	Content Area: Social Studies
-------------------------	-------------------------------------

- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school Helps the child attain proficiency in English .
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Gifted and Talented:

- Ask students higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.
- Supply reading materials on a wide variety of subjects and levels.
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Allow students to work on independent projects or other unfinished work when they finish an assignment early.
- Teach research skills for accessing information; higher level thinking skills for processing it.
- Participating in regional and national competitions such as science fairs and STEAM events.