

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Social Studies

Length of Course:	Term
Elective/Required:	Required
Schools:	Elementary School
Eligibility:	Grade 5
Credit Value:	N/A
Date Approved:	August 22, 2023

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Modifications will be made to accommodate IEP mandates for classified students

Social Studies Curriculum Map Grade 5

Trimester 1 September-December		
Civics and Government		
Studies Weekly	Essential Questions	Standards
Life in the Americas Lesson from Week 3	Inquiry Questions: What makes a society vibrant? What did many of the Indigenous tribes and nations of the American continent have in common? How did the American Indians meet their wants and needs?	6.1.5.GeoPP.3 Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. 6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 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.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
American Indian Government and Trade Lesson from Week 4	Inquiry Questions: What elements of Native American government do you find in modern governments? How is your community like societies of long ago? What things do you trade? Write	6.1.5.CivicsPI.9 Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. 6.1.5.GeoPP.3 Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. 6.1.5.GeoPP.5 Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.

	<p>down the steps you take to make a trade.</p> <p>Does it involve communication, counting, choices and celebration?</p>	<p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
<p>National and Global Economy</p> <p>Lesson from Week 2</p>	<p>Inquiry Questions:</p> <p>How does a global economy function?</p> <p>What economic principles are important in a global economy?</p> <p>How do these economic principles influence the creation of a new business?</p>	<p>6.1.5.EconGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</p> <p>6.1.5.EconGE.2 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.</p> <p>6.1.5.EconGE.3 Use economic data to explain how trade leads to increasing economic interdependence among nations.</p> <p>6.1.5.EconGE.4 Compare and contrast how the availability of resources affects people across the world differently.</p>
<p>Colonial Government Inquiry</p> <p>Lesson from Week 23</p>	<p>Inquiry Question:</p> <p>How did early structures impact the development of the U.S. government and its institutions?</p>	<p>6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <p>6.1.5.HistoryCC.12 Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.HistoryCC.13 Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</p> <p>6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p>

Trimester 2
December-March

Studies Weekly	Essential Questions	Standards
Session 1: Introducing the BizWorld.org Impact Challenge	<p>What is the purpose of the Impact Challenge?</p> <p>What are the guidelines of the Impact Challenge?</p> <p>What are common business concepts?</p> <p>What is the entrepreneurial cycle? (Maybe a revisited experience from BizWorld and/or BizMovie.)</p>	<p>6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.</p> <p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>
Session 2: Using Entrepreneurship for Social Good	<p>How do businesses become successful?</p> <p>What interests or strengths do I have to help a business?</p> <p>What are different jobs within a business?</p>	<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p>
Session 3: Conceptualizing Our Businesses	<p>How do businesses use money?</p> <p>Why is it important for individuals and/or businesses to manage their finances?</p> <p>How do businesses use materials for products and stay</p>	<p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</p> <p>9.3.12.BM -MGT.5 Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial well-being.</p>

	on budget?	
Session 4: Creating Our Prototypes <i>Parts 1 and 2</i>	<p>How can we manage our finances and budget for materials and other expenses?</p> <p>What raw materials are available and needed?</p> <p>How can we write a budget proposal for possible seed funding?</p>	<p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p>
The Colonies and Their Founding Lesson from Week 7	Inquiry Questions: <p>How did governments and economies function in new colonies?</p> <p>How did geography and economics determine the charter of the colony?</p> <p>How did geography and climate affect the resources found in the colony?</p> <p>How did conflict influence daily life and work life for those in the colonies?</p>	<p>6.1.5.CivicsDP.3 Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.Geo PP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.Geo PP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.3 Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</p> <p>6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.EconEM.2 Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconNM.5 Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p>

		<p>6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.14 Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played</p>
<p>Jamestown</p> <p>Lesson from Week 8</p>	<p>Inquiry Questions:</p> <p>How did the Jamestown colony survive?</p> <p>How did the charter influence the success or failure in the colony?</p> <p>How did the choice of government affect the success of the colony?</p> <p>How did geography influence the success or failure of the colony?</p>	<p>6.1.5.CivicsDP.3 Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.Geo PP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.Geo PP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.EconNM.5 Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.14 Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryUP.1</p> <p>Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to</p>

		describe the challenges they encountered. 6.1.5.HistoryCA.1 Craft an argument, supported with historical evidence, for how factors
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Trimester 3 March-June		
Studies Weekly	Essential Questions	Standards
Plymouth Lesson from Week 9	Inquiry Questions: Why is it important to keep records and stories of your life? How did the charter influence the success or failure in the colony? How did the choice of government affect the success of the colony? How did geography influence the success or failure of the colony?	6.1.5.CivicsDP.3 Describe the role of religious freedom and participatory government in various North American colonies. 6.1.5.Geo PP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 6.1.5.Geo PP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. 6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. 6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions. 6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. 6.1.5.EconNM.5 Explain how the availability of private and public goods and services is influenced by the government and the global economy. 6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. 6.1.5.HistoryCC.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.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). 6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 6.1.5.HistoryCA.1 Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases

		and conditions (e.g., Lyme Disease, influenza)
Colonial Life Lesson from Week 10	<p>Inquiry Questions:</p> <p>What was mercantilism and how did it influence colonial life?</p> <p>How was the movement of colonists on the east coast of America influenced by economics?</p> <p>Why were there conflicts between the different colonies?</p> <p>How did economics lead to the enslavement of people from Africa?</p>	<p>6.1.5.CivicsDP.2 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</p> <p>6.1.5.CivicsDP.3 Describe the role of religious freedom and participatory government in various North American colonies.</p> <p>6.1.5.Geo PP.1 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</p> <p>6.1.5.Geo PP.2 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</p> <p>6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.GeoGI.3 Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.EconEM.1 Explain why individuals and businesses specialize and trade.</p> <p>6.1.5.EconEM.5 Explain why individuals and societies trade, how trade functions, and the role of trade.</p> <p>6.1.5.EconEM.6 Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.5.EconNM.5 Explain how the availability of private and public goods and services is influenced by the government and the global economy.</p> <p>6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.4 Use evidence to document how the interactions among African,</p> <p>6.1.5.HistoryCC.14 Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.5.HistoryUP.1 Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</p> <p>6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>6.1.5.HistoryCA.1 Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>

<p>Clash of the Empires</p> <p>Lesson from Week 11</p>	<p>Inquiry Questions:</p> <p>How did the various groups interacting on the American continent come into conflict?</p> <p>How did geography impact the conflicts that developed in North America?</p> <p>Why is it important to consider different accounts, perspectives, and tellings of the same event?</p> <p>How did the differences in culture and economic goals contribute to conflicts?</p>	<p>6.1.5.GeoPP.6 Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>6.1.5.GeoSV.5 Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.</p> <p>6.1.5.GeoGI.1 Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</p> <p>6.1.5.EconET.1 Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.HistoryCC.1 Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5.HistoryCC.3 Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5.HistoryCC.5 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryCC.10 Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5.HistoryUP.4 Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>
<p>Session 4: Creating Our Prototypes</p>	<p>How can we create a plan for a prototype of the main product/service?</p>	<p>9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals.</p> <p>9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.</p> <p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</p> <p>6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.</p>
<p>Session 5: Writing a Business Plan</p>	<p>How do successful entrepreneurs use constructive criticism to constantly improve their products/services?</p> <p>How does a company name or logo</p>	<p>6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.</p> <p>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 (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p>

	<p>represent a product or service?</p> <p>Why is communication and collaboration important when working together to achieve a goal? (business plan)</p>	<p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p> <p>9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p>
Session 6: Pricing our Products	What factors help determine pricing and create pricing structures for products and services?	<p>6.1.2.EconET.3: Describe how supply and demand influence price and output of products.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p>
Session 7: The Production Process	What are the different manufacturing techniques for developing products/services?	<p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p>
Session 8: Marketing Our Companies	<p>How can marketing help promote products and services?</p> <p>What role does technology play when marketing products and services?</p>	<p>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</p> <p>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</p>
Session 9: Sell! Sell! Sell!	What skills are needed to help sell products and services to customers?	9.3.12.AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.
Session 10: Making an Impact	How can we make a positive social impact on our community?	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

New Jersey Statutes Reflected in Curriculum	
Title 18A- Section 18A:35-28 Instruction on Holocaust, genocides required in elementary, secondary school curriculum	Lessons in this curriculum enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction emphasizes the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
Supplement to Title 18A:35 instruction on Asian Americans and Pacific Islanders in public schools and supplementing	Lessons in this curriculum include instruction on the history and contributions of Asian Americans and Pacific Islanders. Instructional materials that portray the cultural and economic diversity of Asian Americans and Pacific Islanders are incorporated across the curriculum.
Title 52- Section 52:16A-88 - Responsibilities, duties of Amistad Commission. Amistad curriculum	The Lessons in this curriculum include educational materials concerned with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society.