

# 5th Grade Social Studies Curriculum (2022)

## Gr 5.- Social Studies Unit Plan 1: Land Before Columbus/ Lessons 1-3

### Unit Overview

During this unit, students will use maps, charts, and images to describe the geography of the United States and how it affected the first people living in North America. Students will review basic mapping skills in Lesson 1, Geography of the United States, and learn how geography affects where and how people live, both in the past and today.

In Lesson 2, American Indians and Their Land, students explore natural environments and the many ways American Indians used and adapted to the land. In Lesson 3, American Indian Cultural Regions, students will learn about the various American Indian cultural regions which resulted in diversity among American Indian communities. Students will also learn about the government and economic systems within various American Indian groups as well as who they traded with and what they traded.

Finally, students will see what life was like for four different American Indians and explore how American Indian communities and families were organized.

### New Jersey Student Learning Standards

Learning in this unit will focus on:

**2020 Social Studies Standards** [https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Physical and human characteristics affect where people settle and live	<ul style="list-style-type: none"> <li>● 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g.landforms, climate and weather, resource availability)</li> </ul>
A map is a symbolic representation of selected characteristics of a place	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.SV.1: Use maps to identify physical features</li> <li>● 6.1.2.Geo.SV.2: Describe how maps are created for specific purpose</li> <li>● 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes</li> </ul>
<p>Geographic data can be used to identify cultural and environmental characteristics of places</p> <p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics</p> <p>The nature of history involves stories of the past preserved in a variety of sources</p>	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.SV.4: Identify examples of geospatial data</li> <li>● 6.2.8. GeoPP.1.a: Compare and contrast social organizations, natural resources, and land use of early hunters/gatherers</li> <li>● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and idea</li> <li>● 6.1.2.History SE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history</li> <li>● 6.1.5.GeoGI.2: Use historical maps to explain what</li> </ul>

led to the exploration of new water and land routes.

- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

<p>Economic decision making involves setting goals and identifying the resources available to achieve those goals</p>	<ul style="list-style-type: none"> <li>● 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make</li> </ul>
<p>Chronological sequencing helps us track events over time</p>	<ul style="list-style-type: none"> <li>● 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time</li> </ul>

## Instructional Focus

### Lesson 1: Geography of the United States

**Essential Question:**

- What can geography teach us about the United States?

**Student Learning Objectives:**

- Understand key vocabulary terms.
- Explore differences between absolute and relative location
- Use geography skills to complete a series of challenges
- Examine how geography affected settlements

**Suggested Activities**

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Find key locations on a world map using TCI Challenge Cards
- Using coordinates map latitude and longitude
- Create a globe, labeling all key locations ●
- Reenactment and reflection

**Instructional Materials/Resources ● TCI**

textbook

- TCI interactive workbook ● TCI online interactive
- TCI Handout Resources ● Chromebook
- World map
- Writers notebook
- Teacher made material ● Online reading materials ● Various video clips

**Pacing: approx # of class periods: 5 days**

## Lesson 2: American Indians and Their Land

**Essential Question:** How did American Indians adapt to new environments in North America? **Student Learning Objectives:**

- Understand key vocabulary terms.
- Relate experiences adapting in a new place
- Use visual discovery to trace migration routes
- Study how Lakota Tribes recorded their history

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Introduction videos</li> <li>● Create, define, and illustrate vocabulary charts             <ul style="list-style-type: none"> <li>● Visual discovery activity using maps and photographs to trace migration routes</li> </ul> </li> <li>● Study Lakota tribe and how they record history</li> <li>● Create a personal pictograph representation of events</li> <li>● Summarize main points of 4 different American Indian environments</li> <li>● Role play</li> <li>● Map and describe different American</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive workbook</li> <li>● TCI online interactive</li> <li>● TCI Handout Resources</li> <li>● Chromebook</li> <li>● World map</li> <li>● Writers notebook</li> <li>● Teacher made material</li> <li>● Online reading materials</li> <li>● Various video clips</li> </ul>
<p><b>Pacing: approx # of class periods: 6 days</b></p>	

## Lesson 3: Native American Cultural Regions

**Essential Question:** How and why did American Cultural Regions differ?

**Student Learning Objectives:**

- Understand key vocabulary terms.
- Examine how environment influences artifacts and tools
- Analyze artifacts from different American Indian groups
- Compare/Contrast 2 American Indian cultures
- Recognize and analyze American Indian cultural misconceptions

### Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Map and describe different American Indian Cultural Regions
- Write a letter explaining film inaccuracies regarding American Indian cultures
- Research multiple text on the same topic to gather information

### Instructional Materials/Resources

- TCI textbook
- TCI interactive workbook
- TCI online interactive
- TCI Handout Resources
- Chromebook
- World map
- Writers notebook
- Teacher made material

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- Write compare/contrast informational text on 2 chosen American Indian Tribe
- Textbook series placecard activities
- Online reading materials
- Various video clips

**Pacing: approx # of class periods: 9 days**

## Interdisciplinary Connections

### Language Arts Literacy

- NJSLA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Range of Reading and Level of Text Complexity
- NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLA.L. Anchor Standards: Language
- Knowledge of Language
- NJSLA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ● Vocabulary Acquisition and Use
- NJSLA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases

sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- NJ.RI.5. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Craft and Structure
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Integration of Knowledge and Ideas
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- NJ.RF.5. Progress Indicators for Reading Foundation Skills
- Fluency
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.A. Read grade-level text with purpose and understanding.
- NJ.W.5. Progress Indicators for Writing

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- Research to Build and Present Knowledge
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- NJ.SL.5. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- NJ.L.5. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- Social Studies Practices
- Presenting Arguments and Explanations
- Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry

### **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2020/>

- **Tech 6.1.5.A.1** -Select and use appropriate digital tools and resources to accomplish a variety of tasks ● **Tech 6.1.5.A.2** - Format a

document using word processing application to enhance graphics using pictures, graphs and/or symbols

- **Tech 6.1.5.E.1-** Use digital tools to research and evaluate the accuracy of, relevance to, and the appropriateness of using print and non-print electronic information sources to complete a variety of tasks

## **21st Century Life and Career Skills**

### **21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

CRP1. Act as a responsible and contributing citizen and employee.
X CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
X CRP4. Communicate clearly and effectively and with reason.
X CRP5. Consider the environmental, social and economic impacts of decisions.
X CRP6. Demonstrate creativity and innovation.

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X CRP7. Employ valid and reliable research strategies.
X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
X CRP11. Use technology to enhance productivity.
X CRP12. Work productively in teams while using cultural global competence.

## **Evidence of Learning**

<b>Summative Assessment</b>	<b>Formative Assessments and Alternative Activities</b>
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Unit Projects	Hand Signals	Lesson Review questions
Unit Tests	Student Conference	Share/Pair
Unit Writing Activity	TCI Online activities	Skills Practice
Performance Assessment	TCI interactive notebook	Study Guide
	Exit Tickets	Teacher Observation
	Class work/participation	Unit Review
	Critical Thinking Skill activity	Vocabulary Visits
	Bonus Source Activity	Vocabulary Review
	Leveled Reading Activities	Graphic Organizers
	Partner Activities	Homework and Practice pages
		Writing Connection

### **Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Conferencing
- Share Examples
- Visual Aids
- Active Learning
- Literature Activities
- Art Projects

### **Differentiated Instruction, Accommodations & Adaptation**

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

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Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Modified  
 Frequent Breaks

Tests Read Aloud  
 Color Coded Assignments  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product

Learners with Special Needs	504
<p><b>TCI Lesson 1 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows</a></p> <p><b>TCI Lesson 2 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows</a></p> <p><b>TCI Lesson 3 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows</a></p>	<p>Extended time for assignments Frequent breaks Study guides Graphic organizers Seating accommodations</p>
<p><b>ELL</b></p> <p><b>TCI Lesson 1 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows</a></p> <p><b>TCI Lesson 2 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows</a></p> <p><b>TCI Lesson 3 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners <a href="https://www.edutopia.org/blog/strategies-and-resources">https://www.edutopia.org/blog/strategies-and-resources</a></p>	<p><b>Gifted</b></p> <p><b>TCI Lesson 1 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows</a></p> <p><b>TCI Lesson 2 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows</a></p> <p><b>TCI Lesson 3 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1696/slide_shows</a> display.</p> <p>Who are Gifted and Talented Students <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>

s-supporting-ell-todd-finley

Reading Rockets  
<http://www.readingrockets.org/reading-topics/english-language-learner>

**I&RS/At Risk**

Small group instruction/assessments

Repeat verbal instructions

Seating accommodations

Extended time for assessments/modified assessments

Guided practice

**TCI Lesson 1 slide share:** See differentiation: [https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/231/lessons/1694/slide_shows)

**TCI Lesson 2 slide share:** See differentiation [https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/231/lessons/1695/slide_shows)

**TCI Lesson 3 slide share:** See differentiation [https://subscriptions.teachtci.com/shared/programs/31/lessons/1696/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/31/lessons/1696/slide_shows)

**In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:**

- Interdisciplinary connections ([N.J.A.C. 6A:8-1.1](#))
- 21st century themes and skills ([N.J.A.C. 6A:8-1.1](#))\*
- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))\*
- History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)\*
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Asian American, Pacific Islander history and contributions ([J.S.A. 18A:35-4.44](#))

**Elementary Social Studies Requirements**

- Course of study in civics, geography and history of New Jersey\* ([N.J.S.A. 18A:35-3](#))

**Middle School Requirements**

- Course of study in U.S. Constitution\* ([N.J.S.A. 18A: 6-3](#))
- Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)
- Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people ([N.J.S.A. 18A:35-4.35](#))

## **Internet Resources**

Textbook Supplements: [www.teacherci.com](http://www.teacherci.com)

Quizlet Native American Cultures: <https://quizlet.com/460329110/native-american-indian-cultural-regions-diagram/>

Readworks:

<https://www.readworks.org/find-content#!q:Native%20American%20adaptation/g:/t:/pt:/features/>

## **Gr 5 - Social Studies Unit Plan 2: Age of Exploration/Lessons 4 & 5**

### **Unit Overview**

During this unit, students will analyze a variety of maps, images, and primary sources to learn about European exploration of North America. In Lesson 4, How and Why Europeans Came to the New World, students will find out how archaeologists use artifacts to research the expeditions that reached North America. They will also read about the motivations some explorers had in coming to the New World. Additionally, students will learn about various technologies and advancements that helped improve exploration and the resulting global exchange of plants, animals, people, and diseases.

In Lesson 5, Routes of Exploration to the New World, students will read about eight different explorers, each with a different perspective, who aimed to make novel discoveries that would benefit themselves and their homelands.

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Mapping their routes and tracking the lands they claimed will help you discover their motives and learn about their successes and failures. Finally, students will evaluate the lasting historical significance of their discoveries as well as the negative effects their arrivals had on the Western Hemisphere and American Indians.

### **New Jersey Student Learning Standards**

Learning in this unit will focus on:

**2020 Social Studies Standards:** [https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades3-5.pdf)

<b>Core Ideas</b>	<b>Performance Expectations</b>
Global interconnections occur between human and physical systems across different regions of the world	<ul style="list-style-type: none"><li>● 6.1.2.Geo.GI.1: Explain why and how people, good, and ideas move from place to place</li></ul>
Individuals make decisions based on their needs, wants, and the availability of resources	<ul style="list-style-type: none"><li>● 6.1.2.EconET.1: Explain difference between needs and wants</li></ul>
There are benefits to trading goods and services with other countries	<ul style="list-style-type: none"><li>● 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically</li></ul>
Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	<ul style="list-style-type: none"><li>● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)</li></ul>

There are a variety of sources that help us understand the past	<ul style="list-style-type: none"> <li>● 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reason for exploration, and the impact the exploration had</li> </ul>
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## Instructional Focus

### Lesson 4: How and Why Europeans Came to the New World

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What did explorers take to and from the New World during the Age of Exploration? ● What were the motives for exploration?</li> <li>● What new technology helped exploration? How?</li> </ul>
<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand key vocabulary terms.</li> <li>● Identify the main ideas, supporting details, and evidence.</li> <li>● Analyze how and why European explorers came to the Americas</li> <li>● Draw evidence from text to support thoughts and ideas.</li> <li>● Produce clear and comprehensive writing responses.</li> <li>● Participate in a range of conversations with others, to help better develop knowledge of concepts</li> </ul>

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<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● TCI Preview and Activity Slides</li> <li>● Create, define, and illustrate vocabulary charts</li> <li>● Label and identify routes of exploration on a map</li> <li>● Inquiry walk-through summarizing reasons for exploration</li> <li>● Analyze archeology artifacts found from Age of Exploration</li> <li>● Independent reading/note-taking</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive notebook</li> <li>● TCI online interactive</li> <li>● Chromebook</li> <li>● World map</li> <li>● Writers notebook</li> <li>● graphic organizers</li> <li>● Teacher made material</li> <li>● Various video clips</li> </ul>
<p><b>Pacing: approx # of class periods: 4 days</b></p>	

### Lesson 5: Routes of Exploration to the New World

**Essential Questions:**

- How did exploration of the Americas lead to settlement?
- How were explorers similar and different

**Student Learning Objectives:**

- Understand key vocabulary terms.
- Compare new world explorers
- Analyze the role that ships played in New World exploration
- Write new reports in through the perspective of explorer
- Use mapping to trace and label routes of explorers
- Rank impact on history
- Draw evidence from text to support thoughts and ideas.
- Produce clear and comprehensive writing responses.
- Participate in a range of conversations with others, to help better develop knowledge of concepts

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● TCI Preview and Activity Slides</li> <li>● Create, define, and illustrate vocabulary charts</li> <li>● Label and identify routes of exploration on a map</li> <li>● Partner activity/Identifying and organizing explorers, creating a matrix</li> <li>● Present explorers to class using matrix</li> <li>● Create game questions for trivia</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive notebook handouts</li> <li>● TCI online interactive</li> <li>● Chromebook</li> <li>● World map</li> <li>● Writers notebook</li> <li>● graphic organizers</li> <li>● index cards</li> <li>● Teacher made material</li> </ul>
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<ul style="list-style-type: none"> <li>● Write a letter to a loved on at home, depicting your exploration journey</li> </ul>	<ul style="list-style-type: none"> <li>● Letter writing examples</li> </ul>
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**Interdisciplinary Connections**

**Language Arts Literacy**

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- NJSLSA.L. Anchor Standards: Language
- Knowledge of Language
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ●
- Vocabulary Acquisition and Use
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.5. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Craft and Structure
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Integration of Knowledge and Ideas
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- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- NJ.RF.5. Progress Indicators for Reading Foundation Skills
- Fluency
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.A. Read grade-level text with purpose and understanding.
- NJ.W.5. Progress Indicators for Writing
- Research to Build and Present Knowledge
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- NJ.SL.5. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- NJ.L.5. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2020/>

- **Tech 6.1.5.A.1** -Select and use appropriate digital tools and resources to accomplish a variety of tasks • **Tech 6.1.5.A.2** - Format a document using word processing application to enhance graphics using pictures, graphs and/or symbols
- **Tech 6.1.5.E.1**- Use digital tools to research and evaluate the accuracy of, relevance to, and the appropriateness of using print and non-print electronic information sources to complete a variety of tasks

## 21st Century Life and Career Skills

### 21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>  
 Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

CRP1. Act as a responsible and contributing citizen and employee.
X CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
X CRP4. Communicate clearly and effectively and with reason.
X CRP5. Consider the environmental, social and economic impacts of decisions.
X CRP6. Demonstrate creativity and innovation.
X CRP7. Employ valid and reliable research strategies.
X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
X CRP11. Use technology to enhance productivity.
X CRP12. Work productively in teams while using cultural global competence.

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## Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities
Unit Project	Hand Signals
Unit Test	Lesson Review questions
Unit Writing Activity	Student Conference
Performance Assessment	Share/Pair
	TCI Online activities
	Skills Practice
	TCI interactive notebook
	Study Guide
	Google Classroom
	Teacher Observation
	Class work/participation
	Unit Review
	Critical Thinking Skill activity
	Vocabulary Review

	Bonus Source Activity	Graphic Organizers
	Leveled Reading Activities	Homework and Practice pages
	Partner Activities	Writing Connection
	Content Videos	

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

### Differentiated Instruction, Accommodations & Adaptation

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Change in Content, Process, Product

Cooperative Learning Groups Alternative Assessments Goal Flexible Grouping

Setting with Students Homework Modified Modified Class Assignments

Frequent Breaks

Tests Read Aloud

Color Coded Assignments

Picture Vocabulary Wall

Anchor Charts of Concepts

Personal Maps

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<b>Students with Special Needs</b>	<b>504</b>
<p><b>TCI Lesson 4 slide share:</b> See differentiation: <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows</a></p> <p><b>TCI Lesson 5 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows</a></p>	<p>Extended time for assignments</p> <p>Frequent breaks</p> <p>Sign agenda book daily</p> <p>Study guides</p> <p>Graphic organizers</p>
<b>ELL</b>	<b>Gifted</b>

<p><b>TCI Lesson 4 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows</a></p> <p><b>TCI Lesson 5 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p><b>TCI Lesson 4 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows</a></p> <p><b>TCI Lesson 5 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows</a></p> <p>Who are Gifted and Talented Students <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<p><b>I&amp;RS/At Risk</b></p>	
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p> <p><b>TCI Lesson 4 slide share:</b> See differentiation:<a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1697/slide_shows</a></p> <p><b>TCI Lesson 5 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1698/slide_shows</a></p>	

**Internet Resources**

Textbook Supplements [www.teachtci.com](http://www.teachtci.com)  
National Atlas and Map Maker <http://nationalatlas.gov/>  
Chapter 5: Routes of Exploration to the New World  
<http://mscincottasclassroom.westboroughk12.org/chapter-5/chapter-5-routes-of-exploration-to-the-new-world>

# Gr 5 - Social Studies Unit Plan 3: Cooperation and Conflict in North America/Lessons 6-9

## Unit Overview

In this unit, students will start by exploring American Indian and European relations in North America. Comparing how European groups competed with each other and interacted with the tribes they came in contact with will give students insight into these groups' different perspectives. Unfortunately, they will discover that a short-lived peaceful coexistence gave way to broken treaties and years of warfare between Europeans and Indians and also among different American Indian nations.

Turning to the English colonies in Lesson 6, Early English Settlements, students will explore Roanoke, Jamestown, and Plymouth to learn why people came to the New World, what difficulties they faced when they arrived, the social structures they set up, and how tensions with American Indian tribes emerged.

In Lesson 7, Comparing the Colonies, students will compare the 13 English colonies that were founded by England. They will learn how geography and religious orientation affected the economic development and political organization of the New England, Middle, and Southern colonies differently. Later in Lesson 9, Life in Colonial Williamsburg, students go back in time to experience firsthand the key aspects of life in a colonial Virginian town.

Students will grapple with the origins and impact of slavery in the Americas in Lesson 8, Slavery in the Americas. They will trace the expansion of slavery in Virginia due to economic and racial factors, as well as read primary and secondary sources to investigate what life was like for people who were enslaved. Finally, students will learn about the many ways that people fought back against those who enslaved them.

## New Jersey Student Learning Standards

Learning in this unit will focus on:

**2020 Social Studies Standards:** <https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-Grades3-5.pdf>

Core Ideas	Performance Expectations
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good</li> </ul>
Certain character traits can help individuals become productive members of their community	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems</li> <li>● 6.1.2.CivicsCM 3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>

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<p>Environmental characteristics influence the how and where people live.</p>	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics of places or regions</li> <li>● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States</li> </ul>
<p>Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.</p>	<ul style="list-style-type: none"> <li>● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)</li> </ul>
<p>Global interconnections occur between human and physical systems across different regions of the world</p> <p>Individuals make decisions based on their needs, wants, and the availability of resources</p>	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.GI.1: Explain why and how people, good, and ideas move from place to place</li> <li>● 6.1.2.EconET.1: Explain the difference between needs and wants</li> <li>● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li> </ul>
<p>Goods and services are produced and exchanged in multiple ways</p>	<ul style="list-style-type: none"> <li>● 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services</li> <li>● 6.1.2.EconEM.2: Community produce and those that are produced in other communities</li> <li>● 6.1.2.EconEM.3: Identify the ways in which people change(d) goods and services today, and in the past</li> </ul>
<p>Historical timelines put events in chronological order to help people understand the past</p>	<ul style="list-style-type: none"> <li>● 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li> </ul>

<p>The nature of history involves stories of the past preserved in a variety of sources</p>	<ul style="list-style-type: none"> <li>● 6.1.2.HistorySE 2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different</li> </ul>
<p>In a representative democracy, individuals elect representatives to act on the behalf of the people</p>	<ul style="list-style-type: none"> <li>● 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>
<p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.CivicsCM. 1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. <ul style="list-style-type: none"> <li>● 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</li> </ul> </li> <li>● 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> <li>● 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. <ul style="list-style-type: none"> <li>● 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.</li> </ul> </li> </ul>
<p>Regions form and change as a result of unique physical characteristics conditions, economies, and culture</p>	<ul style="list-style-type: none"> <li>● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</li> </ul>

<p>The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p>Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristic</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> <li>● 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas</li> <li>● 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>● 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).</li> </ul>
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</li> <li>● 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>● 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).</li> </ul>

<p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
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## **Instructional Focus**

### **Lesson 6: Early English Settlements**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How did European explorers and settlers interact with American Indians?</li> <li>● How did American Indians change as a result of the arrival and settlement of European colonists?</li> <li>● Why did American Indians fight with each other?</li> <li>● Why did they fight with European settlers?</li> <li>● What role did trade play in both cooperation and conflict between and among European settlers?</li> <li>● Who moved to and settled in North America and why did they choose to live where they did? ● Why did English settlers choose to live on the North Atlantic seaboard?</li> <li>● What was daily life like for those who settled in southern colonies? New England?</li> <li>● Why did so many settlers die and how did they eventually reverse this trend? ●</li> </ul> <p>How did people work in the colonies?</p> <ul style="list-style-type: none"> <li>● How did the middle colonies differ from New England and the southern colonies in terms of geography, economic activity, religion, social structure/family life, and government?</li> </ul>
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**Student Learning Objectives:**

- Understand key vocabulary terms.
- Discover how tensions emerged between American Indians and Europeans
- Analyze why Europeans came to and competed for land in the New World
- Analyze images and written information of Roanoke, Jamestown, and Plymouth to understand why settlers came and hardships they endured
- Analyze reasons why each settlement succeeded or failed
- Draw evidence from text to support thoughts and ideas.
- Produce clear and comprehensive writing responses.
- Participate in a range of conversations with others, to help better develop knowledge of concepts

**Suggested Activities**

- Preview and Activity slide  
questioning/activities
- Create, define, and illustrate vocabulary  
charts
- Label and identify first English  
settlements on a map
- Describe each environment of first  
English settlements
- Student role play the story the first  
English settlements
- Teacher made activities: graphic  
organizer for important people, creating  
timelines for note taking

**Instructional Materials/Resources**

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Graphic Organizers
- Teacher made material
- Various video clips

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- Textbook series online activities/Lesson Game
- Create a historic real estate advertisement for with Jamestown or the Plymouth Settlement

**Pacing: approx # of class periods: 10 days**

## Lesson 7: Comparing the Colonies

### Essential Questions:

- How were the three colonial regions alike and different?
- How were English settlers persuaded to settle into colonies?

### Student Learning Objectives:

- Understand key vocabulary terms.
- Create an ad to persuade others to settle into your colony
- Evaluate others claims
- Compare and contrast job opportunities within each colonist region
- Synthesize knowledge to write a story
- Draw evidence from text to support thoughts and ideas.
- Produce clear and comprehensive writing responses.
- Participate in a range of conversations with others, to help better develop knowledge of concepts

### Suggested Activities

- Preview and Activity slide  
questioning/activities
- Create, define, and illustrate vocabulary  
charts
- Create a billboard for one of six British  
colonies in order to persuade
- Create a Venn Diagram  
comparing/contrasting job opportunities  
of young colonist in 2 regions
- Teacher made activities: graphic  
organizer for important people, creating  
timelines for note taking
- Textbook series online activities/Lesson  
Game
- Write a narrative about someone moving  
to one of the colonies

### Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- 3 colonial region map
- Writers notebook
- Graphic Organizers
- Teacher made material
- Various video clips

**Pacing: approx # of class periods: 8 days**

## Lesson 8: Slavery in the Americas

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What was the impact of slavery on African people?</li> <li>● How did Africans cope with enslavement?</li> </ul>	
<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand key vocabulary terms.</li> <li>● Analyze images of auctioning off enslaved people</li> <li>● Analyze how African responded to enslavement in West Africa, during the Middle Passage, and in the colonies</li> <li>● Explain how Africans coped with enslavement through illustrations</li> <li>● Write 3 paragraphs explaining how Africans viewed slavery in West Africa, the Middle Passage, and in the colonies</li> <li>● Draw evidence from text to support thoughts and ideas.</li> <li>● Produce clear and comprehensive writing responses using the writing process. ● Participate in a range of conversations with others, to help better develop knowledge of concepts</li> </ul>	
<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Preview and Activity slide questioning/activities</li> <li>● Create, define, and illustrate vocabulary charts <ul style="list-style-type: none"> <li>● Examine a series of images and read about how Africans responded to enslavement in West Africa, during the Middle Passage, and in the colonies.</li> </ul> </li> <li>● Write three paragraphs explaining how Africans viewed slavery in West Africa and how they coped with enslavement during: Middle Passage and in the colonies</li> <li>● Teacher made activities: graphic organizer for important people, creating timelines for note taking</li> <li>● Textbook series online activities/Lesson Game</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive notebook</li> <li>● TCI online interactive</li> <li>● Chromebook</li> <li>● United States Map</li> <li>● Writers notebook</li> <li>● Graphic Organizers</li> <li>● Teacher made material</li> <li>● Various video clips</li> </ul>
<p><b>Pacing: approx # of class periods: 8 days</b></p>	

**Lesson 9: Life in Colonial Williamsburg**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are key parts of life for Southern colonists in the 1700's</li> <li>● How do religious practices change after the Great Awakening?</li> </ul>
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<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand key vocabulary terms.</li> </ul>
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<ul style="list-style-type: none"> <li>● List and map out daily life routine</li> <li>● Recognize similarities and differences in daily life</li> <li>● Compare present daily life routines to the daily routines of colonist</li> <li>● Experience life in Colonial Williamsburg</li> <li>● Complete Venn Diagram describing features of colonial religious practices</li> <li>● Explore art, music and literature in Colonial America</li> <li>● Draw evidence from text to support thoughts and ideas.</li> <li>● Produce clear and comprehensive writing responses using the writing process. ● Participate in a range of conversations with others, to help better develop knowledge of concepts</li> </ul>	
<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Preview and Activity slide questioning/activities</li> <li>● Create, define, and illustrate vocabulary charts</li> <li>● Take a walking tour of 6 important features of colonial Williamsburg life</li> <li>● Write a letter discussion experiences on the walking tour</li> <li>● Create a Venn Diagram of life before/after Great Awakening</li> <li>● Synthesize art, music, and literature in Colonial America through text, visuals and audio</li> <li>● Draw different scenes from Williamsburg and write descriptions of their drawings.</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive notebook</li> <li>● TCI online interactive resources</li> <li>● Chromebook</li> <li>● Writers notebook</li> <li>● Writing rubrics</li> <li>● Graphic Organizers</li> <li>● Teacher made material</li> <li>● Various video clips</li> </ul>
<p><b>Pacing: approx # of class periods: 8 days</b></p>	

**Interdisciplinary Connections**

**Language Arts Literacy**

- NJSLA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ●
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - NJSLSA.L. Anchor Standards: Language

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- Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ●
- Vocabulary Acquisition and Use
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.5. Progress Indicators for Reading Informational Text
  - Key Ideas and Details
  - RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  - Craft and Structure
  - RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - Integration of Knowledge and Ideas
  - RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - NJ.RF.5. Progress Indicators for Reading Foundation Skills
  - Fluency
  - RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
  - RF.5.4.A. Read grade-level text with purpose and understanding.
  - NJ.W.5. Progress Indicators for Writing
  - Research to Build and Present Knowledge
  - W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ●
  - W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
  - NJ.SL.5. Progress Indicators for Speaking and Listening
  - Comprehension and Collaboration
  - SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
  - NJ.L.5. Progress Indicators for Language
  - Vocabulary Acquisition and Use
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- **Tech 6.1.5.A.2** - Format a document using word processing application to enhance graphics using pictures, graphs and/or symbols

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

- **Tech 6.1.5.E.1**- Use digital tools to research and evaluate the accuracy of, relevance to, and the appropriateness of using print and non-print electronic information sources to complete a variety of tasks

**21st Century Life and Career Skills**

**21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/>  
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X CRP1. Act as a responsible and contributing citizen and employee.
X CRP2. Apply appropriate academic and technical skills.
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X CRP11. Use technology to enhance productivity.
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**Evidence of Learning**

<b>Summative Assessment</b>	<b>Formative Assessments and Alternative Activities</b>
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*Weymouth Township School District Social Studies Units 1-8 Grade 5*

- Direct instruction/demonstration
- Interactive/Guided reading strategies
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- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

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Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

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Cooperative Learning Groups  
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**ELL Gifted**

**TCI Lesson 6 slide share:** See differentiation  
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<p><b>I&amp;RS/At Risk</b></p>	
<p>Small group instruction/assessments  Repeat verbal instructions  Seating accommodations  Extended time for assessments/modified assessments  Guided practice</p> <p><b>TCI Lesson 6 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1699/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1699/slide_shows</a></p> <p><b>TCI Lesson 7 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1700/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1700/slide_shows</a></p> <p><b>TCI Lesson 8 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1701/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1701/slide_shows</a></p> <p><b>TCI Lesson 9 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1693/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1693/slide_shows</a></p>	

**Internet Resources**

- Textbook Supplements [www.teachtc.com](http://www.teachtc.com)
- National Atlas and Map Maker <http://nationalatlas.gov/>
- Middle Passage: <https://www.youtube.com/watch?v=PmQvofAiZGA>
- Slavery in the Colonies: <https://www.youtube.com/watch?v=MvlgMQsPABM>
- The Death of General Wolfe/ National Gallery of Canada <https://www.gallery.ca/collection/artwork/the-death-of-general-wolfe-0>

## Gr 5 - Social Studies Unit Plan 4: The Road to War/ Lessons 10-12

### Unit Overview

During this unit, students will analyze primary source images and documents to understand the tensions between Great Britain and the 13 colonies that eventually became the United States of America.

In Lesson 10, Tensions Grow Between the Colonies and Great Britain, students will trace a series of events, including the French and Indian War and the Stamp Act, that led to a growing dissatisfaction with Parliament. Then they will take on the roles of Loyalists and Patriots in Lesson 11, To Declare Independence or Not, to debate the conflicts between the colonies and the British, as well as to understand the historical perspectives of key figures.

Finally, in Lesson 12, The Declaration of Independence, students will learn about the creation and signing of the Declaration of Independence. By analyzing excerpts from this historical document, they'll discover its major ideas. Then they'll explore how the principles set forth in the Declaration of Independence conflicted with slavery and other inequalities of the time.

### New Jersey Student Learning Standards

Learning in this unit will focus on:

**2020 Social Studies Standards:** [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsPR.1: Determine what makes a good rule or law</li> <li>● 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good</li> </ul>
Certain character traits can help individuals become productive members of their community	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems</li> <li>● 6.1.2.CivicsCM 3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
Environmental characteristics influence the how and where people live.	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics of places or regions</li> <li>● 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States</li> </ul>
Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	<ul style="list-style-type: none"> <li>● 6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter)</li> </ul>
Global interconnections occur between human and	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.GI.1: Explain why and how people,</li> </ul>

physical systems across different regions of the world.	good, and ideas move from place to place
Individuals make decisions based on their needs, wants, and the availability of resources	<ul style="list-style-type: none"> <li>● 6.1.2.EconET.1: Explain the difference between needs and wants</li> <li>● 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</li> </ul>

## **Instructional Focus**

### **Lesson 10: Tensions Grow Between the Colonies and Great Britain**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What British actions angered the colonists in the 1700's?</li> <li>● What were the arguments for and against colonial independence from Great Britain?</li> <li>● What are the main ideas in the Declaration of Independence?</li> </ul>	
<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Analyze how and why individuals, events, or ideas develop and interact.</li> <li>● Encounter and learn academic vocabulary.</li> <li>● Identify main ideas, supporting details, and evidence.</li> <li>● Integrate and evaluate information presented in diverse media and formats. ● Connect metaphors, such as a principal-class conflict, to colonists' frustration with British legislative acts.</li> <li>● Learn about King George III and how his point of view differed from that of the colonists.</li> </ul>	
<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Preview Activity</li> <li>● Students plan a class party but then experience frustration when the PTA places restrictions on the party.</li> <li>● Students relate their feelings to those of the colonists and then match metaphors of a principal-class conflict with key historical events.</li> <li>● Create word web describing characteristics from image</li> <li>● Write a narrative from a contrasting point of view</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI materials</li> <li>● TCI online interactive</li> <li>● Chromebook</li> <li>● World map</li> <li>● Writers notebook</li> <li>● Created props</li> <li>● Discovery Ed/ United Streaming</li> <li>● Ted/Edu</li> <li>● Teacher made material</li> <li>● Various video clips</li> </ul>
<p><b>Pacing: approx # of class periods: 13 days</b></p>	

## **Lesson 11: To Declare Independence or Not**

### **Essential Questions:**

- What were the arguments for and against colonial independence from Great Britain? ● What was the role of government in the lives of Patriots and Loyalists?
- What were the different points of view for the Patriots and Loyalists?

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

<b>Student Learning Objectives:</b> <ul style="list-style-type: none"><li>● Examine the role of government in your own life</li><li>● Examine Patriot and Loyalist views about Great Britain's rule of the colonies ● Work as a group to represent six historical figures in a panel debate between Loyalists and Patriots</li><li>● Analyze a verse in a 1776 ballad and write a new verse about a historical event described in the lesson.</li></ul>

### **Suggested Activities**

- Preview Activity
- Contrast views between Loyalists and Patriots
- Student groups represent the six historical figures in a panel debate between Loyalists and Patriots
- Write letters supporting and disputing the views of Patriots and Loyalists

### **Independence**

**Instructional Materials/Resources** ● TCI textbook

- TCI materials
- TCI online interactive
- Historical figure cut-outs/tongue depressors
- Writers Notebook
- Card stock

**Pacing: approx # of class periods:** 13 days

## **Lesson 12: The Declaration of**

<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● What are the main ideas in the Declaration of Independence?</li><li>● Who are the leaders that moved the colonies toward forming a new nation? ● How did the Second Continental congress move people toward forming a new nation?</li></ul>
---

**Student Learning Objectives:**

- Identify well known people today who influence them
- Create a skit to represent key excerpts from the Declaration of Independence.
- Examine Jefferson’s words and actions regarding slavery

**Suggested Activities**

- Preview Activity
- Read about the events leading up to the Declaration of Independence and restate, in their own words.
- Create a historical plaque to illustrate the issues facing Jefferson as he drafted the Declaration of Independence.

**Instructional Materials/Resources**

- TCI textbook
- TCI interactive NB
- TCI online interactive
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*Weymouth Township School District Social Studies Units 1-8 Grade 5*

<b>Pacing: approx # of class periods: 13 days</b>	

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**Interdisciplinary Standards**

**Language Arts Standards**

- NJSLSA.R. Anchor Standards: Reading
- Key Ideas and Details
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ● Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL. Anchor Standards: Speaking and Listening
- Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.L.

Anchor Standards: Language

- Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ●

Vocabulary Acquisition and Use

- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- NJ.RI.5. Progress Indicators for Reading Informational Text

- Key Ideas and Details

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

- Craft and Structure

- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

- Integration of Knowledge and Ideas

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- NJ.RF.5. Progress Indicators for Reading Foundation Skills

- Fluency

- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- RF.5.4.A. Read grade-level text with purpose and understanding.

- NJ.W.5. Progress Indicators for Writing

- Research to Build and Present Knowledge

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ●

- W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

- NJ.SL.5. Progress Indicators for Speaking and Listening

- Comprehension and Collaboration

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. ●

- SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

- SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- NJ.L.5. Progress Indicators for Language

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X CRP1. Act as a responsible and contributing citizen and employee.
---

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

X CRP2. Apply appropriate academic and technical skills.
--

CRP3. Attend to personal health and financial well-being.
---

X CRP4. Communicate clearly and effectively and with reason.
--

X CRP5. Consider the environmental, social and economic impacts of decisions.
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*Weymouth Township School District Social Studies Units 1-8 Grade 5*

- Art Projects

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<p><b>Lesson 10 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows</a></p> <p><b>Lesson 11 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows</a></p> <p><b>Lesson 12 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows</a></p>	<p>Extended time for assignments  Frequent breaks  Sign agenda book daily  Study guides  Graphic organizers</p>
<b>ELL</b>	<b>Gifted</b>
<p><b>Lesson 10 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows</a></p> <p><b>Lesson 11 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows</a></p> <p><b>Lesson 12 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs  (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets</p>	<p><b>Lesson 10 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows</a></p> <p><b>Lesson 11 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows</a></p> <p><b>Lesson 12 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows</a></p> <p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>

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<p><a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	
<b>I&amp;RS/At Risk</b>	

- Small group instruction/assessments
- Repeat verbal instructions
- Seating accommodations
- Extended time for assessments/modified assessments

Guided practice

**Lesson 10 slide share:** See differentiation  
[https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/231/lessons/1712/slide_shows)

**Lesson 11 slide share:** See differentiation  
[https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/231/lessons/1702/slide_shows)

**Lesson 12 slide share:** See differentiation  
[https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/231/lessons/1703/slide_shows)

### Internet Resources

American Revolution: [https://www.ducksters.com/history/american\\_revolution.php](https://www.ducksters.com/history/american_revolution.php)  
Declaration of Independence <https://government.mrdonn.org/declaration.html>  
Virtual Library <http://www.museumca.org/usa/states.html>  
Textbook Supplements [www.tci.com](http://www.tci.com)

## Gr 5 - Social Studies Unit Plan 5: The American Revolution/Lesson 13

### Unit Overview

In Lesson 13, The American Revolution, students will participate in an exciting simulation to compare and contrast the Continental and British armies. They'll learn of each army's motivations, alliances, strategies, advantages, and disadvantages. Next, they'll read about significant battles of the American Revolutionary War including those at Bunker Hill and Saratoga. Students will also analyze the influence of the French and American Indians on both armies.

Additionally, students will examine how the war brought hardships for various members of colonial society regardless of whether they participated in the war or not. In the Read & Do for Lesson 13, The Revolution's Home Front, they'll read about the roles that women, African Americans, and American Indians played in the American Revolutionary War.

### New Jersey Student Learning Standards

**2020 Social Studies Standards:** [https://www.nj.gov/education/standards/socst/docs/2020NJLS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJLS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Certain dispositions help individuals contribute to the health of American democracy.	<ul style="list-style-type: none"> <li>6.1.2.CivicsCM: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their</li> </ul>

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	<ul style="list-style-type: none"> <li>community and country.</li> <li>6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</li> </ul>
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<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p> <p>Chronological sequencing helps us track events over time.</p> <p>Interactions of people and events throughout history has shaped the world we experience</p>	<ul style="list-style-type: none"> <li>● ● 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>●</li> <li>● 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.</li> <li>●</li> <li>● 6.1.5.History CC.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.</li> <li>● 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. <ul style="list-style-type: none"> <li>● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> </ul> </li> </ul>
<p>Through participation in the decision-making process (petitions, people who initiate change</p>	<ul style="list-style-type: none"> <li>● 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state , or national issue.</li> </ul>

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<p>Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
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## **Instructional Focus**

### **Lesson 13: The American Revolution**

<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● How did the colonists win the American Revolution?</li><li>● How did the war affect African Americans and Native Americans?</li><li>● What roles did women play in the Revolutionary War?</li></ul>	
<b>Student Learning Objectives:</b> <ul style="list-style-type: none"><li>● Examine how emotions are related to personal connections to an event</li><li>● Analyze the challenges and factors that helped Americans pull their way to victory ● Using graphic organizer web, collect evidence and write paragraph describing experiences of African Americans or women in the Revolutionary War</li><li>● Write an opinion with supporting reasons for fictional public publishing</li></ul>	
<b>Suggested Activities</b> <ul style="list-style-type: none"><li>● Preview Activity</li><li>● Engage in a tug-of-war that demonstrates factors that helped the American colonies win the American Revolution (mark placement on floor throughout the battles)</li><li>● Read and take notes on such factors as the challenge Great Britain faced in fighting so far from home and the support the colonies received from European allies</li><li>● Analyze how money played a big part in conflicts in both America and Britain</li><li>● Write a newspaper claim</li></ul>	<b>Instructional Materials/Resources</b> <ul style="list-style-type: none"><li>● TCI textbook</li><li>● TCI interactive NB</li><li>● TCI online interactive</li><li>● Rope (for tug of war)/ tape for floor marking</li><li>● Writers Notebook</li><li>● opinion newspaper examples</li></ul>
<b>Pacing: approx # of class periods: 13 days</b>	

## **Interdisciplinary Connections**

### **Language Arts Literacy**

- **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

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- **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- **NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

- **NJSLSA.W2.** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- **NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- **NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation

### **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2020/>

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- **Tech 6.1.5.A.1** -Select and use appropriate digital tools and resources to accomplish a variety of tasks ● **Tech 6.1.5.A.2** - Format a document using word processing application to enhance graphics using pictures, graphs and/or symbols
- **Tech 6.1.5.E.1**- Use digital tools to research and evaluate the accuracy of, relevance to, and the appropriateness of using print and non-print electronic information sources to complete a variety of tasks

### **21st Century Life and Career Skills**

#### **21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/> Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

X CRP1. Act as a responsible and contributing citizen and employee.
X CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
X CRP5. Consider the environmental, social and economic impacts of decisions.
X CRP6. Demonstrate creativity and innovation.
X CRP7. Employ valid and reliable research strategies.
X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
X CRP11. Use technology to enhance productivity.

X CRP12. Work productively in teams while using cultural global competence.

### Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Lesson Review questions Student Conference Share/Pair TCI Online activities Skills Practice TCI interactive notebook Study Guide Google Classroom Teacher Observation Class work/participation Unit Review Critical Thinking Skill activity Vocabulary Review Bonus Source Activity Graphic Organizers Leveled Reading Activities Homework and Practice pages Partner Activities Writing Connection Content Videos

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

### Differentiated Instruction, Accommodations & Adaptation

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups  
 Alternative Assessments Goal Setting with Students  
 Homework Modified  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts

Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

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 Grade 5*

IEP	504
<p><b>Lesson 13 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows</a></p>	<p>Extended time for assignments            Frequent breaks            Sign agenda book daily            Study guides            Graphic organizers</p>
ELL	Gifted
<p><b>Lesson 13 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs            (NJDOE) <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p><b>Lesson 13 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows</a></p> <p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
I&RS/At Risk	
<p>Small group instruction/assessments            Repeat verbal instructions            Seating accommodations            Extended time for assessments/modified assessments            Guided practice  <b>Lesson 13 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1704/slide_shows</a></p>	

## Internet Resources

Virtual Library <http://www.museumca.org/usa/states.html>

Textbook Supplements [www.tci.com](http://www.tci.com)

American Revolution: [https://www.ducksters.com/history/american\\_revolution.php](https://www.ducksters.com/history/american_revolution.php)

Weymouth Township School District Social Studies Units 1-8 Grade 5

## Gr 5- Social Studies Unit Plan 6: The Development and Significance of the U.S. Constitution/Lessons 14-17

### Unit Overview

This unit kicks off with a discussion of our first attempt at governing, the Articles of Confederation. In Lesson 14, The Constitution, students learn what they were and the impact they had on our young nation. Students also read about the agenda of the Constitutional Convention and the decisions of its delegates. Additionally, students read about how these delegates reached compromises and established the three branches of government. Then students learn how the Northwest Ordinance changed the process for admitting new states into the United States.

In Lesson 15, The Bill of Rights, students examine the basic rights and freedoms of the American people discussed in the Bill of Rights and create "living pictures" that illustrate each right. In Lesson 16, Our Role in Government, students connect the Constitution to today by learning about the democratic responsibilities envisioned by the framers, and conduct an inquiry project of your choosing. In Lesson 17, Shaping America's Economy, students finally learn how the U.S. Constitution affects our nation's economy.

### New Jersey Student Learning Standards

2020 Social Studies Standards: [https://www.nj.gov/education/standards/socst/docs/2020NJLS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJLS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"><li>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</li></ul>
Social and political systems have protected and denied Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.	<ul style="list-style-type: none"><li>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</li></ul>

Examining historical sources may answer questions but may also lead to more questions.

Rules and people who have authority are necessary to

keep everyone safe, resolve conflicts and treat people fairly.

- 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

rule or law

- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to

- 6.1.2.CivicsPR.1: Determine what makes a good

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	benefit the common good
<p>Interactions of people and events throughout history has shaped the world we experience</p> <p>Through participation in the decision-making process (petitions, people who initiate change</p>	<ul style="list-style-type: none"> <li>● 6.1.5.History CC.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.</li> <li>● 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.             <ul style="list-style-type: none"> <li>● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> </ul> </li> <li>● 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state , or national issue.</li> </ul>
Certain character traits can help individuals become productive members of their community	<ul style="list-style-type: none"> <li>● 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> </ul>

<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<ul style="list-style-type: none"> <li>● 6.1.8.CivicsPD.3.a:Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</li> </ul>
<p>Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</p>	<ul style="list-style-type: none"> <li>● 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</li> </ul>

**Instructional Focus**

**Lesson 14: The Constitution**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the Articles of Confederation and why did they ultimately fail?</li> <li>● How did the Constitutional Convention attempt to balance the interests of all of the states?</li> <li>● What were different issues on which the delegates at the Constitutional Convention agreed and disagreed?</li> <li>● What is the Great Compromise?</li> <li>● What are the steps necessary to come to a compromise?</li> </ul>
<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand key vocabulary terms.</li> <li>● Identify the main ideas, supporting details, and evidence.</li> <li>● Analyze how and why individuals, events, or ideas develop and interact.</li> <li>● Work out a compromise between a difference of opinions</li> <li>● Make decisions on which branch/branches of government will resolve a series of situations ●</li> <li>Identify issues on which the delegates at the Constitutional Convention agreed and disagreed ●</li> <li>Prepare and debate an issue with</li> <li>● Summarize a newspaper article about a current federal government action</li> <li>● Practice civil discourse skills to explore tensions between students' interest in free speech and expression</li> <li>● Come to a common ground and compromises</li> </ul>

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Preview Activity</li> <li>● Play a game in which they are presented with a series of situations that the government might face and determine which branch or branch of government will resolve each situation <ul style="list-style-type: none"> <li>● Create a list of agreements and issues from Continental Convention</li> </ul> </li> <li>● Student debate issues, using text evidence for support <ul style="list-style-type: none"> <li>● Write a summary of a newspaper article describing action and branch of government, along with an explanation of how powers could be checked by other two branches</li> </ul> </li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI materials</li> <li>● TCI online interactive</li> <li>● Writers Notebook</li> <li>● The Great Compromise</li> <li>● Multiple branch of government newspaper articles*</li> </ul>
<p><b>Pacing: approx # of class periods: 10 days</b></p>	

**Lesson 15: The Bill of Rights**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the basic rights and freedoms of the American people?</li> <li>●</li> </ul>
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<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Understand key vocabulary terms.</li> <li>● Identify the main ideas, supporting details, and evidence.</li> <li>● Analyze how and why individuals, events, or ideas develop and interact.</li> <li>● Create a re-enactment representing the Bill of Rights</li> <li>● Apply knowledge of the Bill of Rights to determine whether actions are legal or illegal.</li> </ul>
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**Suggested Activities**

- Preview Activity
- Create tableaux vivants, or living scenes to represent the Bill of Rights.
- Summarize points of view of participants in a Supreme Court decision
- Form a personal opinion on a legal argument and support with evidence

**Pacing: approx # of class periods: 10 days**

## Lesson 16: Our Role in Government

- Writers Notebook
- Copy of Bill of Rights PDF (per student)
- miniature figurines or other representation for living scene
- Tinker vs. Des Moines reading/activity packet \*see internet sources

### Instructional Materials/Resources

- TCI textbook
- TCI materials
- TCI online interactive

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be a citizen of the United States?</li> </ul>	
<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understand key vocabulary terms.</li> <li>• Identify the main ideas, supporting details, and evidence.</li> <li>• Analyze how and why individuals, events, or ideas develop and interact.</li> <li>• Analyze examples of community problems and match with possible solutions</li> <li>• Use inquiry process to identify school issue</li> <li>• Create a presentation to a specific audience suggesting solutions of a school issue</li> </ul>	
<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>• Preview Activity</li> <li>• Google Form and Google Slides review               <ul style="list-style-type: none"> <li>• Using a Google Form, follow an inquiry process to identify a school issue</li> </ul> </li> <li>• Suggest solutions by creating a multimedia presentation               <ul style="list-style-type: none"> <li>• Create an acrostic poem describing what it means to be a citizen of the United States</li> </ul> </li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>• TCI textbook</li> <li>• TCI materials</li> <li>• TCI online interactive</li> <li>• Writers Notebook</li> <li>• What is Democracy for Kids video*internet resources</li> <li>• Google Form</li> <li>• Traffic Light Reflection tool*internet resources</li> </ul>

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<ul style="list-style-type: none"> <li>• Present presentation to school</li> <li>• Learning reflection</li> </ul>	
<p><b>Pacing: approx # of class periods: 14 days</b></p>	

## Lesson 17: Shaping America's Economy

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the Founding Fathers create the economy we use today?</li> </ul>
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### Student Learning Objectives:

- Understand key vocabulary terms
  - Identify the main ideas, supporting details, and evidence
  - Analyze how and why individuals, events, or ideas develop and interact
  - Reflect on the role of money and brainstorm possible problems when states could coin their own money
  - Evaluate how the Constitution provides a foundation for our free enterprise system ●
- Compare/ contrast another country's economic system

### Suggested Activities

- Preview Activity
  - Interpret excerpts from the Constitution ●
- Evaluate how the Constitution provides a foundation for free enterprise
- Survey students in another country by becoming a virtual pen-pal
  - Answer questions posed by an elementary class in a different country
  - Explain similarities and differences by creating a virtual Venn Diagram

### Interdisciplinary Connections

#### Language Arts Literacy

- NJSLA.R. Anchor Standards: Reading
- Key Ideas and Details

#### Instructional Materials/Resources ● TCI textbook

- TCI materials
- Writers Notebook
- Google Slides
- PenPals\* internet resources

**Pacing: approx # of class periods: 10 days**

- NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Craft and Structure

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- NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ●
- NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

- Range of Reading and Level of Text Complexity
  - NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - NJSLSA.L. Anchor Standards: Language
  - Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ●
  - Vocabulary Acquisition and Use
  - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
  - NJ.RI.5. Progress Indicators for Reading Informational Text
  - Key Ideas and Details
  - RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
  - RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  - Craft and Structure
  - RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - Integration of Knowledge and Ideas
  - RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - NJ.RF.5. Progress Indicators for Reading Foundation Skills
  - Fluency
  - RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
  - RF.5.4.A. Read grade-level text with purpose and understanding.
  - NJ.W.5. Progress Indicators for Writing
  - Research to Build and Present Knowledge
  - W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ●
  - W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
  - NJ.SL.5. Progress Indicators for Speaking and Listening
  - Comprehension and Collaboration
  - SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
  - NJ.L.5. Progress Indicators for Language
  - Vocabulary Acquisition and Use
- Weymouth Township School District Social Studies Units 1-8 Grade 5*
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2014/tech/>

- **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats.
- **TECH.8.1.8.B.CS2**- Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national or worldwide issue.
- **TECH.8.1.8.F.1**- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
- **TECH.8.1.8.F.1**- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.
- **TECH.8.2.4.D.1**-Analyze responses collected from owners / users of a particular product and suggest modifications in the design of the product based on responses.
- 

## **21st Century Life and Career Skills**

### **21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/> Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

X CRP1. Act as a responsible and contributing citizen and employee.
X CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
X CRP4. Communicate clearly and effectively and with reason.
X CRP5. Consider the environmental, social and economic impacts of decisions.
X CRP6. Demonstrate creativity and innovation.
X CRP7. Employ valid and reliable research strategies.
X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
X CRP11. Use technology to enhance productivity.
X CRP12. Work productively in teams while using cultural global competence.

## **Evidence of Learning**

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals  Student Conference  TCI Online activities  TCI interactive notebook  Google Classroom  Class work/participation  Critical Thinking Skill activity  Bonus Source Activity  Leveled Reading Activities  Partner Activities  Content Videos	Lesson Review questions  Share/Pair  Skills Practice  Study Guide  Teacher Observation  Unit Review  Vocabulary Review  Graphic Organizers  Homework and Practice pages  Writing Connection

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

### Differentiated Instruction, Accommodations & Adaptation

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Modified  
 Frequent Breaks

Tests Read Aloud  
 Color Coded Assignments  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product

Flexible Grouping

Modified Class Assignments

<b>Students with Special Needs</b>	<b>504</b>
<p><b>Lesson 14 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows</a></p>	<p>Extended time for assignments            Frequent breaks            Sign agenda book daily</p>

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<p><b>Lesson 15 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show">https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show</a></p> <p><b>Lesson 16 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows</a></p> <p><b>Lesson 17 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows</a></p>	<p>Study guides            Graphic organizers</p>
<b>ELL</b>	<b>Gifted</b>

<p><b>Lesson 14 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows</a></p> <p><b>Lesson 15 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show">https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show</a></p> <p><b>Lesson 16 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows</a></p> <p><b>Lesson 17 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs (NJDOE)  <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p><b>Lesson 14 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1705/slide_shows</a></p> <p><b>Lesson 15 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show">https://subscriptions.teachtci.com/shared/programs/231/lessons/1706/slide_show</a></p> <p><b>Lesson 16 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1715/slide_shows</a></p> <p><b>Lesson 17 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1716/slide_shows</a></p> <p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/43193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/43193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<p><b>I&amp;RS/At Risk</b></p>	
<p>Small group instruction/assessments  Repeat verbal instructions  Seating accommodations  Extended time for assessments/modified assessments  Guided practice</p>	

<p><b>Lesson 14 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1705/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1705/slide_shows</a></p> <p><b>Lesson 15 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1706/slide_show">https://subscriptions.teachtc.com/shared/programs/231/lessons/1706/slide_show</a></p> <p><b>Lesson 16 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1715/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1715/slide_shows</a></p> <p><b>Lesson 17 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1716/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1716/slide_shows</a></p>	
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**Internet Resources**

Tinker Vs. DeMoines:  
<https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-tinker-v-des-moines>  
 Textbook Supplements [www.tci.com](http://www.tci.com)  
 The Articles of Confederation The Articles of Confederation - Becoming the United States - Extra History - #1  
 The Constitution for Kids: Virtual <https://www.youtube.com/watch?v=jsTB7gSfDPI>  
 What is Democracy for Kids <https://www.youtube.com/watch?v=CmrO44KM7yk>  
 Traffic Light Reflection Tool <https://thinkingpathwayz.weebly.com/traffic-light-reflection.html>  
 Penpals school <https://go.penpalschools.com/topics>

**Grade 5- Social Studies Unit Plan 7: Westward Expansion in the Young Republic/Lessons 18 & 19**

**Unit Overview**

During this unit, students will use maps, charts, pictures, and primary sources to learn about American life in the 1800s and the push westward.

In Lesson 18, Manifest Destiny and Settling in the West, students will reenact how the United States acquired and explored the lands of the West. They will discover how difficult traversing the geography of this region was for early pioneers, such as Lewis and Clark, and read primary source accounts from both men and women about conditions on the trail and what life was like in the West. Additionally, students will consider the perspective of American Indians to see how westward migration and settlement impacted them.

In Lesson 19, The Diverse Peoples of the West, students will read about Californios, pioneer women, forty-niners, American Indians, Mormons, and Chinese immigrants. By studying these groups in depth, they'll gain insight into the geography, economy, and politics of the West.

**New Jersey Student Learning Standards**

**2020 Social Studies Standards:** [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Physical and human characteristics affect where people live and settle	<ul style="list-style-type: none"> <li>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live.</li> </ul>

<p>A map is a symbolic representation of selected characteristics of a place</p>	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li> </ul>
<p>Environmental characteristics influence the how and where people live.</p>	<ul style="list-style-type: none"> <li>● 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> </ul>
<p>Two or more individuals can have a different understanding of the same event.</p> <p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p> <p>To better understand the historical perspective, one must consider historical context</p>	<ul style="list-style-type: none"> <li>● 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event</li> <li>● 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences             <ul style="list-style-type: none"> <li>● about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> </ul> </li> <li>● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (origin of name, originating members, important historical events and places).</li> <li>● 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</li> </ul>
<p>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>●</li> </ul>

<p>Individuals have the right to be safe and not to be bullied or discriminated against.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> </ul>
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<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p>Economic decision making involves setting goals and identifying the resources available to make decisions.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make</li> </ul>
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p> <p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>● 6.1.5.EconNM. 7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> <li>● 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</li> </ul>

**Instructional Focus**

**Lesson 18: Manifest Destiny and Settling the West**

**Essential Questions:**

- How did the expansion of the United States affect people inside and outside the country?
- What drew new settlers to the western part of the United States in the 1800's?

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

**Student Learning Objectives:**

- Analyze how and why individuals, events, or ideas develop and interact.
- Encounter and learn academic vocabulary.
- Identify main ideas, supporting details, and evidence.
- Integrate and evaluate information presented in diverse media and formats. ● Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.
- Read and comprehend text independently and proficiently.
- Experiential Exploration experiencing how each territory became part of the United States ● Examine multiple perspectives of Manifest Destiny
- Create perspective representation using technology

**Suggested Activities**

- Preview Activity
- Students act as 19th-century settlers and migrate into the western territories of an outline of the United States.
- Create an annotated map showing how each territory became part of the United States.
- Write about leaving home, first as themselves and then as Cherokees.
- Create comic-book panels to show how different groups of people viewed westward expansion.

**Instructional Materials/Resources**

- TCI textbook
- TCI interactive NB
- TCI materials
- masking tape
- Writers Notebook
- Supplemental Westward Expansion resources

**Pacing: approx # of class periods: 6 days**

## Lesson 19: The Diverse Peoples of the West

### Essential Questions:

- How did the expansion of the United States affect people inside and outside the country?
- What drew new settlers to the western part of the United States in the 1800's?

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

### Student Learning Objectives:

- Analyze how and why individuals, events, or ideas develop and interact.
- Encounter and learn academic vocabulary.
- Identify main ideas, supporting details, and evidence.
- Integrate and evaluate information presented in diverse media and formats. ● Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.
- Read and comprehend text independently and proficiently.
- Experiential Exploration experiencing how each territory became part of the United States ● Examine multiple perspectives of Manifest Destiny
- Create perspective representation using technology

### Suggested Activities

- Preview Activity
- Students act as 19th-century settlers and migrate into the western territories of an outline of the United States.
- Create an annotated map showing how each territory became part of the United States.
- Write about leaving home, first as themselves and then as Cherokees.
- Create comic-book panels to show how different groups of people viewed westward expansion.

### Interdisciplinary Connections

#### Language Arts Literacy

#### Language Arts Literacy

- NJSLA.R. Anchor Standards: Reading
- Key Ideas and Details

#### **Instructional Materials/Resources** ● TCI textbook

- TCI interactive NB
- TCI materials
- masking tape
- Writers Notebook
- Supplemental Westward Expansion resources

**Pacing: approx # of class periods:** 6 days

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - Craft and Structure
  - NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ●
- Range of Reading and Level of Text Complexity
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - NJSLSA.L. Anchor Standards: Language
  - Knowledge of Language
    - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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- Vocabulary Acquisition and Use
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJ.RI.5. Progress Indicators for Reading Informational Text
- Key Ideas and Details
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Craft and Structure
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Integration of Knowledge and Ideas
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying

which reasons and evidence support which point(s).

- NJ.RF.5. Progress Indicators for Reading Foundation Skills
- Fluency
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.5.4.A. Read grade-level text with purpose and understanding.
- NJ.W.5. Progress Indicators for Writing
- Research to Build and Present Knowledge
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ● W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- NJ.SL.5. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- NJ.L.5. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- Social Studies Practices
- Presenting Arguments and Explanations
- Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

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### **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2014/tech/>

- **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
  - **TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats. ●
  - TECH.8.1.8.F.1**- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure. ●
  - TECH.8.1.8.F.1**- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

### **21st Century Life and Career Skills**

**21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/> Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

x CRP1. Act as a responsible and contributing citizen and employee.

x CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
x CRP4. Communicate clearly and effectively and with reason.
x CRP5. Consider the environmental, social and economic impacts of decisions.
x CRP6. Demonstrate creativity and innovation.
x CRP7. Employ valid and reliable research strategies.
x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
x CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
x CRP11. Use technology to enhance productivity.
x CRP12. Work productively in teams while using cultural global competence.

### Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Lesson Review questions Student Conference Share/Pair Literature Connection Skills Practice TCI Online activities Study Guide TCI interactive notebook Teacher Observation Google Classroom Unit Review Class work/participation Vocabulary Review

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

	Critical Thinking Skill activity Graphic Organizers Bonus Source Activity Homework and Practice pages Leveled Reading Activities Writing Connection Content Videos
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## Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

## Differentiated Instruction, Accommodations & Adaptations

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Guided Reading -Leveled Readers  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments

Cooperative Learning  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Students with Special Needs</b>	<b>504</b>
<p><b>Lesson 18 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1707/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1707/slide_shows</a></p> <p><b>Lesson 19 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1708/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1708/slide_shows</a></p>	<p>Extended time for assignments            Frequent breaks            Sign agenda book daily            Study guides            Graphic organizers</p>
<b>ELL</b>	<b>Gifted &amp; Talented</b>

<p><b>Lesson 18 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows</a></p> <p><b>Lesson 19 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs  (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p><b>Lesson 18 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows</a></p> <p><b>Lesson 19 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows</a></p> <p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<p><b>I&amp;RS/At Risk</b></p> <p>Small group instruction/assessments  repeat verbal instructions  seating accommodations  extended time for assessments/modified assessments  guided practice</p> <p><b>Lesson 18 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1707/slide_shows</a></p> <p><b>Lesson 19 slide share:</b> See differentiation  <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows">https://subscriptions.teachtc.com/shared/programs/231/lessons/1708/slide_shows</a></p>	

**Internet Resources**

Textbook Supplements [www.tci.com](http://www.tci.com)  
Westward Expansion supplemental materials: [https://www.ducksters.com/history/westward\\_expansion/](https://www.ducksters.com/history/westward_expansion/)  
<https://online.kidsdiscover.com/unit/westward-expansion/topic/the-united-states-in-1815>  
Picturing Early America:  
[http://picturingamerica.salemstate.edu/images/unit10/Norby\\_Debra-Amazing\\_Race\\_West.pdf](http://picturingamerica.salemstate.edu/images/unit10/Norby_Debra-Amazing_Race_West.pdf)

**Grade 5- Social Studies Unit 8 Plan : From the Civil War to Today/  
Lessons: 20-23**

## Unit Overview

Weymouth Township School District Social Studies Units 1-8 Grade 5

During this unit, students will briefly explore events in the United States since the mid-19th century. (They will study these topics in greater depth in 8th grade.) The changes students will learn about have made America more like it is today. Students will discover the causes and effects of the Civil War and the impact of industrialization on our lives. They'll also be introduced to the Civil Rights Movement and learn about important leaders like Martin Luther King Jr.

## New Jersey Student Learning Standards

### New Jersey Student Learning Standards

2020 Social Studies Standards: [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS\\_Grades3-5.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-SS_Grades3-5.pdf)

Core Ideas	Performance Expectations
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"><li>● 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).</li></ul>
<p>It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights</p> <p>Certain dispositions help individuals contribute to the health of American democracy.</p>	<ul style="list-style-type: none"><li>● 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.</li><li>●</li><li>● 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</li></ul>
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"><li>● 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.</li><li>● 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.</li></ul>

<p>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</p>	<ul style="list-style-type: none"> <li>● 6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (origin of name, originating members, important historical events and places).</li> </ul>
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*Weymouth Township School District Social Studies Units 1-8 Grade 5*

<p>To better understand the historical perspective, one must consider historical context</p>	<ul style="list-style-type: none"> <li>● 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</li> </ul>
<p>Historical records are shaped by the society that the creator lived in.</p> <p>Individuals have the right to be safe and not to be bullied or discriminated against.</p> <p>Economic decision making involves setting goals and identifying the resources available to make decisions.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>● 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</li> <li>● 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make</li> </ul>
<p>An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>
<p>A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.</p>	<ul style="list-style-type: none"> <li>● 6.1.5.EconNM. 7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.</li> </ul>

Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

**Instructional Focus**

**Lesson # 20: The Causes of Civil War**

**Essential Questions:**

- What factors helped drive apart the North and the South in the mid-1800's?

**Student Learning Objectives:**

- Analyze how and why individuals, events, or ideas develop and interact.
- Encounter and learn academic vocabulary.
- Identify main ideas, supporting details, and evidence.
- Integrate and evaluate information presented in diverse media and formats. ● Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.
- Read and comprehend text independently and proficiently.
- Analyze photographs to suggest causes for Civil War
- Piece together six puzzles that carefully document steps the United States went through on its torturous road to the Civil War.
- Predict how literature affected the slavery debate.
- Using a graphic organizer, identify and describe four events that led to the Civil War.
- Express point of view from either the North or South during the Civil War time period

<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Analyze photograph</li> <li>● Complete an illustrated storybook to reflect the growing tensions between the North and the South.</li> <li>● Predict how <i>Uncle Tom's Cabin</i> affected the slavery debate.</li> <li>● Write a newspaper editorial about slavery, from either the Northern or the Southern point of view.</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive NB</li> <li>● TCI online resources</li> <li>● Writers Notebook</li> <li>● Supplemental materials on the causes of civil war</li> </ul> <p><i>*includes varied levels of text</i></p>
<p><b>Pacing: approx # of class periods: 5 days</b></p>	

**Lessons # 21: The Civil War**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What factors contributed to the outcome of the Civil War?</li> </ul>
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<p><b>Student Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze how and why individuals, events, or ideas develop and interact.</li> <li>Encounter and learn academic vocabulary.</li> <li>Identify main ideas, supporting details, and evidence.</li> <li>Integrate and evaluate information presented in diverse media and formats. • Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.</li> <li>Read and comprehend text independently and proficiently.</li> <li>Connect knowledge of modern military to draw conclusions of historical military • Investigate what life was like for soldiers who fought during the Civil War</li> <li>Write for understanding</li> </ul>	
<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>Reflect on modern military to write a war memorial</li> <li>Take a “walking tour” to visit five sites at the battlefield at Gettysburg in July 1863. <ul style="list-style-type: none"> <li>Examine and take notes on written and visual information about aspects of the Civil War, such as military tactics and technology and combat conditions.</li> </ul> </li> <li>Write a eulogy honoring those who fought and died during the Civil War <ul style="list-style-type: none"> <li>Examine positive and negative changes in the lives of Southern African Americans after the Civil War.</li> </ul> </li> <li>Write a paragraph explaining whether African Americans lives have improved after the war, and support with an opinion</li> <li>Write a letter from the point of view of a Civil War soldier.</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>TCI textbook</li> <li>TCI interactive NB</li> <li>TCI online resources</li> <li>Writers Notebook</li> <li>Handouts A-G (L.21)</li> <li>TCI supplemental resources</li> </ul> <p><i>*includes varied levels of text</i></p>
<p><b>Pacing: approx # of class periods: 5 days</b></p>	

**Lessons # 22: The American Industrial Revolution**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did industrialization change the United States</li> </ul>
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**Student Learning Objectives:**

- Analyze how and why individuals, events, or ideas develop and interact.
- Encounter and learn academic vocabulary.
- Identify main ideas, supporting details, and evidence.
- Integrate and evaluate information presented in diverse media and formats. ● Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.
- Read and comprehend text independently and proficiently.
- Brainstorm words related to industrialization
- Analyze primary source data and images related to industrialization
- Create and analyze a line graph to assess growth
- Distinguish differences before and after the Industrial Revolution through visual representation

**Suggested Activities**

- Analyze primary source images and data related to industrialization.
- Create and analyze a line graph about patents for inventions in the late 19th century
- Draw cartoons illustrating life before and after the American Industrial Revolution.

**Instructional Materials/Resources**

- TCI textbook
  - TCI interactive NB
  - TCI online resources
  - Writers Notebook
  - TCI supplemental resources
- \*includes varied levels of text*

**Pacing: approx # of class periods: 5 days**

## Lessons # 23: The Modern United States

### Essential Questions:

- How has life in the United States changed since industrialization?
- How does immigration affect our country?

### Student Learning Objectives:

- Analyze how and why individuals, events, or ideas develop and interact.
- Encounter and learn academic vocabulary.
- Identify main ideas, supporting details, and evidence.
- Integrate and evaluate information presented in diverse media and formats.
- Read and analyze complex, informational text. Cite textual evidence to support conclusions drawn from text.
- Read and comprehend text independently and proficiently.
- Create an illustration timeline of modern American history
- Hypothesize and analyze why people move to the United States

- Create a symbolic drawing of a historical time period that has influenced life personally. *Weymouth Township*



<p><b>Suggested Activities</b></p> <ul style="list-style-type: none"> <li>● Write a list of inventions that have shaped our world and compare with today's technologies</li> <li>● Work in pairs to create an illustrated timeline of modern American history.</li> <li>● Play a card game to better understand the importance of the historical periods in the past 200 years of U.S. history.</li> <li>● Discover reasons why people move to the United States and ask questions about how immigration may affect our country.</li> <li>● Create a monument for a key event or time period.</li> </ul>	<p><b>Instructional Materials/Resources</b></p> <ul style="list-style-type: none"> <li>● TCI textbook</li> <li>● TCI interactive NB</li> <li>● TCI online resources</li> <li>● Writers Notebook</li> <li>● TCI planning supplemental materials <i>*includes varied levels of text</i></li> </ul>
<p><b>Pacing: approx # of class periods: 5 days</b></p>	

**Interdisciplinary Connections**  
**Language Arts Literacy**

- NJSLSA.R. Anchor Standards: Reading
  - Key Ideas and Details
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
  - Craft and Structure
  - NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. ●
  - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
  - NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
  - NJSLSA.L. Anchor Standards: Language
  - Knowledge of Language
  - NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ●
  - Vocabulary Acquisition and Use
  - NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
  - NJ.RI.5. Progress Indicators for Reading Informational Text
  - Key Ideas and Details
  - RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
  - RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
  - Craft and Structure
  - RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - Integration of Knowledge and Ideas
  - RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - NJ.RF.5. Progress Indicators for Reading Foundation Skills
- Weymouth Township School District Social Studies Units 1-8 Grade 5*
- Fluency
  - RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
  - RF.5.4.A. Read grade-level text with purpose and understanding.
  - NJ.W.5. Progress Indicators for Writing

- Research to Build and Present Knowledge
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. ●  
W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- NJ.SL.5. Progress Indicators for Speaking and Listening
- Comprehension and Collaboration
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- NJ.L.5. Progress Indicators for Language
- Vocabulary Acquisition and Use
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### **Integration of Technology**

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit: <https://www.state.nj.us/education/cccs/2014/tech/>

- **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
  - **TECH.8.1.8.C.CS2** - Communicate information and ideas to multiple audiences using a variety of media and formats. ●
  - **TECH.8.1.8.F.1**- Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure. ●
  - **TECH.8.1.8.F.1**- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

### **21st Century Life and Career Skills**

#### **21st Century Learning Resources:**

Partnership for 21st Century Learning <http://www.p21.org/> Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

x CRP1. Act as a responsible and contributing citizen and employee.
x CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
x CRP4. Communicate clearly and effectively and with reason.
x CRP5. Consider the environmental, social and economic impacts of decisions.
x CRP6. Demonstrate creativity and innovation.
x CRP7. Employ valid and reliable research strategies.

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
x CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.
x CRP11. Use technology to enhance productivity.
x CRP12. Work productively in teams while using cultural global competence.

**Evidence of Learning**

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference Literature Connection TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection Content Videos

**Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
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- Share Examples
- Visual Aids
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- Literature Activities
- Art Projects

## **Differentiated Instruction, Accommodations & Adaptations**

*Weymouth Township School District Social Studies Units 1-8 Grade 5*

Tier 1:

[https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Color Coded Assignments  
Cooperative Learning

Guided Reading -Leveled Readers  
Alternative Assessments  
Goal Setting with Students  
Homework Options  
Frequent Breaks  
Tests Read Aloud

Picture Vocabulary Wall  
Anchor Charts of Concepts  
Personal Maps  
Change in Content, Process, Product  
Flexible Grouping  
Modified Class Assignments

<b>Students with Special Needs</b>	<b>504</b>
<p><b>Lesson 20 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows</a></p> <p><b>Lesson 21 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows</a></p> <p><b>Lesson 22 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows</a></p> <p><b>Lesson 23 slide share:</b> See differentiation <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows</a></p>	<p>Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers</p>

<p><b>ELL</b></p> <p><b>Lesson 20 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows</a></p> <p><b>Lesson 21 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows</a></p> <p><b>Lesson 22 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows</a></p> <p><b>Lesson 23 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows</a></p> <p>FABRIC - Learning Paradigm for ELLs (NJDOE)  <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students</p>	<p><b>Gifted &amp; Talented</b></p> <p><b>Lesson 20 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1709/slide_shows</a></p> <p><b>Lesson 21 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1710/slide_shows</a></p> <p><b>Lesson 22 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1717/slide_shows</a></p> <p><b>Lesson 23 slide share:</b> See differentiation  <a href="https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows">https://subscriptions.teachtci.com/shared/programs/231/lessons/1711/slide_shows</a></p> <p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p>
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*Weymouth Township School District Social Studies Units 1-8 Grade 5*

<p><a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
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**I&RS/At Risk**

Small group instruction/assessments  
repeat verbal instructions  
seating accommodations  
extended time for assessments/modified  
assessments guided practice

**Lesson 20 slide share:** See differentiation  
[https://subscriptions.teachtci.com/shared/programs/  
23 1/lessons/1709/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/23%201/lessons/1709/slide_shows)

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**Lesson 23 slide share:** See differentiation  
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23 1/lessons/1711/slide\\_shows](https://subscriptions.teachtci.com/shared/programs/23%201/lessons/1711/slide_shows)

**Internet Resources**

Civil War For Kids: [https://www.ducksters.com/history/civil\\_war.php](https://www.ducksters.com/history/civil_war.php)

Textbook Supplements [www.tci.com](http://www.tci.com)

Industrial Revolution Interactives for Kids: [https://industrialrevolution.mrdonn.org/games.html#google\\_vignette](https://industrialrevolution.mrdonn.org/games.html#google_vignette)

