

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies

Grade: 5

Board Approved: AUGUST 2018

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards
for Social Studies
INTRODUCTION**

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.²

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

Revised Standards

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of

cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

Standard	Grade Level	Organization
6.1 U.S. History: America in the World	P-4	By strand only
	5-8	By era and strand
	9-12	By era and strand
6.2 World History/Global Studies	5-8	By era and strand
	8-12	By era and strand

6.3 Active Citizenship in the 21st Century	P-4	By strand only
	5-8	By strand only
	9-12	By strand only

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Time frame Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 1: Discovery

ESTABLISHED GOALS

TRANSFER

- ★ 6.1.8.B.3.d: Explain why New Jersey’s location played an integral role in the American Revolution.
- ★ 6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- ★ 6.1.8.B.2.b: Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- ★ 6.1.8.d.1.a: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

- Students will be able to independently use their knowledge to...*
- Summarize the impact of religion and location on the founding of the New England Colonies (NJ)
 - Explain the reasons for the conflict between Spain and England.
 - Analyze why the English founded a colony on Roanoke Island.
 - Interpret the problems the first colonists encountered and how they solved them.
 - Explain how the Native Americans helped the Pilgrims.
 - Describe the types of governments set up in the 1st settlements.
 - Compare and contrast 1st settlements.

MEANING

UNDERSTANDINGS

- Students will ...*
- ★ Understand native American cultures patterns of and European settlement.
 - ★ New Jersey is home to a rich variety of cultures that includes the Lenni-Lenape
 - ★ Lenni-Lenape culture is evident for 10,000 years before settlers
 - ★ Settlers overcame many challenges to survive and create the 1st colonies (Roanoke, Jamestown, Plymouth)

ESSENTIAL QUESTIONS

- ★ How did the first Americans adapt to their environments?
- ★ How did Europeans explore and establish settlements in the Americas?

Unit 1: Grade 5 - Lessons

<p>Exploring the New Continent - Early New Jersey News (Dutch vs. Swedes).</p> <p>Find your own artifact.</p> <p>Lenni Lenape Classroom Museum</p> <p>Map of native and colonial settlements (historic sites locally)</p> <p>Compare and Contrast Jamestown vs. Plymouth</p> <p>The Mystery of Roanoke: write letters home</p> <p>http://www.historyglobe.com/jamestown/</p>

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p> <p>Comprehension Quizzes, Assessments</p> <p>Vocabulary Assessments/Quizzes</p> <p>Teacher/Student Conferencing</p> <p>Open Ended Questions</p> <p>Oral Assessments</p> <p>Exit tickets</p> <p>Link any assessments, rubrics, project ideas, other performance tasks, etc. if possible.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p> <p>List how students will be assessed at the completion of the unit. Link any assessments, rubrics, project ideas, etc. if possible.</p> <p>Benchmarks can be performance tasks which require students to apply knowledge learned in a creative way. For example, students can make iMovies, brochures, advertisement, other performance tasks, etc.</p>

Alternative Assessments

Evaluative Criteria	Assessment Evidence
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<p>Suggested Performance Rubric:</p> <p>Marzano Proficiency Scale:</p> <p>4 - Innovating: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>Suggested Performance Task:</p> <p>Students with needs alternative assessment</p> <ul style="list-style-type: none"> • Students create an interactive map of an early colony (Jamestown, Plymouth, Roanoke, etc.). Map will include location, resources, native cultural groups, early European settlers, and facts about the colony. <p>Gifted or Advanced student Native American Alternative assessment</p> <ul style="list-style-type: none"> • Students will create a public policy proposal to assign ownership rights of recently found Artifacts in their hometown. Student will create a policy plan to assign ownership of the artifacts in a way that is fair to the discoverers, the ancestors of the artifact, museums, the local community, and state and federal agencies.
<p style="text-align: center;">District/School Texts</p>	<p style="text-align: center;">District/School Supplementary Resources</p>

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. Must include various levels of texts to ensure all students are provided an appropriate education

Haddon Heights: Horizons Social Studies: United States History (Harcourt - 2005)

Barrington: The United States (Scott Foresman - 2005)

Lawnside: HMH Into Social Studies: Exploring the America, Early Settlements, America 1492

Merchantville: United States History: Beginnings to 1877 (Holt McDougal - 2012)

Districts or schools choose supplementary resources that are not considered "texts."

Kahoot

CNN Student News

IXL

NewsELA

BrainPop

Scholastic News

History Channel

YouTube

Quizlet

Kahoot

Quizizz

Khan Academy

Readworks

Smithsonian Tween Tribune

<https://www.tweentribune.com/>

Softschools.com

http://www.softschools.com/language_arts/reading_comprehension/social_studies/

Common Lit

<https://www.commonlit.org>

History for Kids General

<http://www.historyforkids.org/>

Discovery Education

<http://www.discoveryeducation.com/>

Flocabulary

<https://www.flocabulary.com/subjects/social-studies/>

US History

<http://www.ushistory.org/us/>

Crash Course

<https://www.youtube.com/user/crashcourse>

<u>Interdisciplinary Connections</u>		
ELA	Math	Science
RH.5.1	3.MD.D.8	
RH.5.2	4.MD.A.2	
RH.5.7	4.MD.B.3	
RH.5.9	5.NF.A.2	
RH.5.10	5.NF.B.6	
WHST.5.2	5.NF.B.7.c	
WHST.5.2.a.	5.MD.B.2	
WHST.5.2.b		
WHST.5.2.c		
WHST.5.4		
WHST.5.6		
WHST.5.7		
WHST.5.8		
WHST.5.9		
L.5.1		
L.5.6		
SL.5.1		
SL.5.4		
SL.5.5		
SL.5.6		

<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Technology</p> <p>8.1.5.A - Technology Operations and Concepts - Understand and use technology systems.</p> <p>8.1.5.D - Digital Citizenship - Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>8.1.5.E - Research and Information Fluency - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.F - Critical thinking, problem solving, and decision making - Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	
<p>Modifications and Accommodations</p>		

Social Studies Curriculum - Grade 5

<p><u>Special Education Students:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p><u>English Language Learners:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p><u>Students at Risk of School Failure:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
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Social Studies Curriculum - Grade 5

<p><u>Gifted and Talented:</u> extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p><u>Students with 504 Plans:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	
<p>Unit Duration: Instructional Days</p>		
<p><i>40 days</i></p>		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 2: Colonies

ESTABLISHED GOALS

TRANSFER

- ★ 6.1.8.B.2.a: Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- ★ 6.1.8.D.1.b: Explain how interactions among African, European, and Native American groups began a cultural transformation.
- ★ 6.1.8.D.1.c: Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
- ★ 6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- ★ 6.1.8.D.2.b: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
- ★ 6.1.8.C.2.a: Relate slavery and indentured servitude to Colonial labor systems.
- ★ 6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

Students will be able to independently use their knowledge to...

- relate past immigration patterns to modern communities.
- explain how immigration affects community change.
- explain how commodities/resources have value and can be traded.

MEANING

UNDERSTANDINGS

Students will understand that...

- ★ Colonies developed into three distinct regions in eastern America, each region has its own:
 - i. geography/resources
 - ii. economy/resources
 - iii. culture
 - iv. governments
- ★ Trade systems between the colonies and Europe influenced development in the colonies:
 - i. Columbian Exchange
 - ii. slavery
 - iii. mercantilism
 - iv. triangle trade

ESSENTIAL QUESTIONS

- ★ What were the similarities and differences among the colonies in North America?
- ★ What was daily life like in the colonies?
- ★ How does trade affect interactions between groups of people?

Unit 2: Grade 5 - Lessons	
<p>I. Colonial Advertisements poster II. Compare and Contrast colonial life to modern communities III. Chart resources/geography of colonies IV. 13 colonies quiz V. Bring in foreign foods and highlight region of origin VI. Create triangle trade map with labels</p>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Discussions with Peers in Small Groups/Pairs, Turn and talk Practice/Homework Strategic, H.O.T. (Higher Order Thinking) Questioning Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets</p> <p>Link any assessments, rubrics, project ideas, other performance tasks, etc. if possible.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Teacher created tests Individual/Group Presentations Unit projects End of the Unit Writing Project with a rubric End of Unit Test</p> <p>List how students will be assessed at the completion of the unit. Link any assessments, rubrics, project ideas, etc. if possible.</p> <p>Benchmarks can be performance tasks which require students to apply knowledge learned in a creative way. For example, students can make iMovies, brochures, advertisement, other performance tasks, etc.</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence

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<p align="center">District/School Texts</p>	<p align="center">District/School Supplementary Resources</p>

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Softschools.com

http://www.softschools.com/language_arts/reading_comprehension/social_studies/

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Mr. Betts Class

<https://www.youtube.com/channel/>

<u>Interdisciplinary Connections</u>		
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RH.5.2	4.MD.A.2	
RH.5.7	4.MD.B.3	
RH.5.9	5.NF.A.2	
RH.5.10	5.NF.B.6	
WHST.5.2	5.NF.B.7.c	
WHST.5.2.a.	5.MD.B.2	
WHST.5.2.b		
WHST.5.2.c		
WHST.5.4		
WHST.5.6		
WHST.5.7		
WHST.5.8		
WHST.5.9		
L.5.1		
L.5.6		
SL.5.1		
SL.5.4		
SL.5.5		
SL.5.6		

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Social Studies Curriculum - Grade 5

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Social Studies Curriculum - Grade 5

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Unit Duration: Instructional Days		
<i>40 days</i>		

<p>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
Unit 3: Road to Revolution	
ESTABLISHED GOALS	TRANSFER

<ul style="list-style-type: none"> ★ 6.1.8.D.2.a: Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas. ★ 6.1.8.D.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. ★ 6.1.8.C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. ★ 6.1.8.C.2.b: Explain the system of mercantilism and its impact on the economies of the colonies and European countries. 	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● Understand how conflict over taxation and land use led Colonists to want to be free from England's rule. ● Explain why colonists protested taxes and laws. ● 	
MEANING		
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ Political, cultural, and economic differences led to conflict between the colonies and England ★ The French and Indian War unified the colonies increased taxes on the colonies. ★ Colonists protested taxes in various ways including boycotting, protesting, smuggling, and rioting, ★ Increasing conflict between colonists and England led to a call for independence. 		<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ★ When is it necessary for citizens to rebel against their government? ★ Why was there an American Revolution?
Unit 3: Grade 5 - Lessons		
<ul style="list-style-type: none"> I. Compare and Contrast French vs. British armies II. Create a War correspondent report about the French and Indian War III. Simulate a tax system using tokens or objects. Gauge student reactions as taxes increase. IV. Chart of British acts and colonist reactions 		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	

<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Discussions with Peers in Small Groups/Pairs, Turn and talk Practice/Homework Strategic, H.O.T. (Higher Order Thinking) Questioning Graphic Organizers Journal Entry/Double Journal Entry Sentence/Paragraph Summaries Anecdotal Notes Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets</p> <p>Link any assessments, rubrics, project ideas, other performance tasks, etc. if possible.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Teacher created tests Individual/Group Presentations Unit projects End of the Unit Writing Project with a rubric End of Unit Test</p> <p>List how students will be assessed at the completion of the unit. Link any assessments, rubrics, project ideas, etc. if possible.</p> <p>Benchmarks can be performance tasks which require students to apply knowledge learned in a creative way. For example, students can make iMovies, brochures, advertisement, other performance tasks, etc.</p>
<p>Alternative Assessments</p>	
<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>

<p>Suggested Performance Rubric:</p> <p>Marzano Proficiency Scale:</p> <p>4 - Innovating: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>Suggested Performance Task:</p> <p>Students with needs alternative assessment- Create a protest rally about one of the British acts. Students will create a statement about the reasons to attend the rally, posters or visuals that will be needed for the protests and a written goal for your protest.</p> <p>Gifted or advanced students alternative assessment- Students will create an alternative labor proposal for the English colonies to develop without slave labor. proposal should address reasons for adaptation of slave trade and how it could have been avoided or other options to prevent it.</p>
<p style="text-align: center;">District/School Texts</p>	<p style="text-align: center;">District/School Supplementary Resources</p>

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. Must include various levels of texts to ensure all students are provided an appropriate education

Haddon Heights: Horizons Social Studies: United States History (Harcourt - 2005)

Barrington: The United States (Scott Foresman - 2005)

Lawnside: HMH Into Social Studies: Declaration of Independence,

Merchantville: United States History: Beginnings to 1877 (Holt McDougal - 2012)

Districts or schools choose supplementary resources that are not considered "texts."

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Kahoot

IXL

NewsELA

BrainPop

Scholastic News

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YouTube

Quizlet

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Quizizz

Khan Academy

Readworks

Smithsonian Tween Tribune

<https://www.tweentribune.com/>

Softschools.com

http://www.softschools.com/language_arts/reading_comprehension/social_studies/

Common Lit

<https://www.commonlit.org>

History for Kids General

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Discovery Education

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Flocabulary

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<u>Interdisciplinary Connections</u>		
ELA	Math	Science
RH.5.1	3.MD.D.8	
RH.5.2	4.MD.A.2	
RH.5.7	4.MD.B.3	
RH.5.9	5.NF.A.2	
RH.5.10	5.NF.B.6	
WHST.5.2	5.NF.B.7.c	
WHST.5.2.a.	5.MD.B.2	
WHST.5.2.b		
WHST.5.2.c		
WHST.5.4		
WHST.5.6		
WHST.5.7		
WHST.5.8		
WHST.5.9		
L.5.1		
L.5.6		
SL.5.1		
SL.5.4		
SL.5.5		
SL.5.6		

<p>21st Century Skills/Career Education</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	<p>Technology</p> <p>8.1.5.A - Technology Operations and Concepts - Understand and use technology systems.</p> <p>8.1.5.D - Digital Citizenship - Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>8.1.5.E - Research and Information Fluency - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.F - Critical thinking, problem solving, and decision making - Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	
<p>Modifications and Accommodations</p>		

Social Studies Curriculum - Grade 5

<p><u>Special Education Students:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p><u>English Language Learners:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p><u>Students at Risk of School Failure:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
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<p><u>Gifted and Talented:</u> extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p><u>Students with 504 Plans:</u> small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	
Unit Duration: Instructional Days		
<i>40 days</i>		

<p>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
Unit 4: War	
ESTABLISHED GOALS	TRANSFER
<p>★ 6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>★ 6.1.8.D.3.c: Analyze the impact of George</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ● Understand wars were fought to gain independence ●

Washington as general of the American revolutionary forces and as the first president of the United States.

- ★ 6.1.8.D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- ★ 6.1.8.B.3.d: Explain why New Jersey’s location played an integral role in the American Revolution.
- ★ 6.1.8.B.3.c: Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.

MEANING

UNDERSTANDINGS (can utilize content statement for this)

Students will understand that...

- ★ The Revolutionary War was fought to gain independence.
- ★ The Declaration of Independence outlines reasons for fighting and a principles for our new government.
- ★ Individuals chose to fight for either the Continental army or England.
- ★ The Continental Army had many heroes from many different countries
- ★ Militias played a very important role in the revolution (New Jersey)
- ★ Alliances with France, Spain, and natives were essential to winning the war.
- ★ The Americans had great successes and bitter suffering throughout the war.
- ★ England sought peace with independence after nine years of war.

ESSENTIAL QUESTIONS

- ★ What principles of government are expressed in the Declaration of Independence?
- ★ How was the Continental army able to win the war for independence from Great Britain?

Unit 4: Grade 5 - Lessons

- I. Lexington Concord Tweets
- II. Hero Hall of Fame
- III. Declaration Signer Facebook Page
- IV. “All men are equal” poster
- V. Visit a Revolutionary War site (Valley Forge, Red Bank National Park, Trenton Barracks, Washington’s crossing, Revolutionary War Museum, Independence Hall)
- VI. Create a timeline of events (battles)
- VII. Valley Forge/Morristown Letters Home
- VIII. New Jersey Revolutionary War Sites tour.
- IX. Mock debate between loyalists and patriots.

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
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Social Studies Curriculum - Grade 5

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<p>Unit Duration: Instructional Days</p>		
<p><i>40 days</i></p>		