



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Social Studies, Grade 5

Department: Social Studies

Board Approval	Supervisor	Notes
July 2009	Eleanor Hughes	Born Date
August 2011	Eleanor Hughes	Revisions
December 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2021	Michelle Shappirio	Alignment to Standards & Revisions
August 2024	Rich Steckhahn	Updated to Include State Mandates

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	The First Americans	21	Life in the Colonies
2	The First Americans	22	Life in the Colonies
3	The First Americans	23	Life in the Colonies
4	The First Americans	24	Life in the Colonies
5	The First Americans	25	Life in the Colonies
6	Age of Exploration	26	Life in the Colonies
7	Age of Exploration	27	The American Revolution
8	Age of Exploration	28	The American Revolution
9	Age of Exploration	29	The American Revolution
10	Age of Exploration	30	The American Revolution
Week	Marking Period 2	Week	Marking Period 4
11	Settling the Colonies in North America	31	The American Revolution
12	Settling the Colonies in North America	32	DBQ
13	Settling the Colonies in North America	33	DBQ
14	Settling the Colonies in North America	34	DBQ
15	Settling the Colonies in North America	35	DBQ
16	DBQ: Jamestown	36	A New Nation
17	DBQ: Jamestown	37	A New Nation
18	DBQ: Jamestown	38	A New Nation
19	DBQ: Jamestown	39	A New Nation
20	Life in the Colonies	40	A New Nation

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Holocaust Law: N.J.S.A. 18A:35-28 •

6.1.5.CivicsHR.4

- *Jacob's Rescue: A Holocaust Story* by Malka Drucker & Michael Halperin
- Week of Respect

Amistad Law: N.J.S.A. 18A 52:16A-88

- 6.1.5.CivicsCM.1, 6.1.5.CivicsHR.2, 6.1.5.CivicsDP.2
- Ch 4 Fighting Back Against Slavery

Core Instructional & Supplemental Materials including various levels of Texts

Savvas myWorld Interactive Worktext and Leveled Readers, The DBQ Project, McGraw Hill Reading Wonders, various trade books related to topics.,

Time Frame

5 weeks

Topic

The First Americans

Alignment to Standards

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

role of trade.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

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

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- use prior knowledge to gain understanding
-
- make meaningful connections to personal experience
 - establish meaning
 - place key events and people related to the early settlement of North America in a chronological sequence and within a spatial context
 - analyze maps
 - interpret timelines
 - research an American Indian food and create a recipe for an American Indian restaurant
 - discuss the compelling question "What does food tell us about culture?"
 - identify and describe the ways of life of the ancient American Indians
 - compare and contrast how geography and climate influenced American Indian groups differently.
 - identify the various American Indian cultural regions.
 - analyze a map showing American Indian cultures.
 - organize American Indian groups by cultural region.
 - use the parts of a map to analyze information.
 - define *culture* and explain how it led to diversity among early American Indians
 - describe the roles of men, women, and children in American Indian society.
 - describe various features of American Indian religious life.
 - describe the actions that take place in an American Indian folktale primary source
 - understand the sequence of events in an American Indian folktale
 - describe how American Indian groups chose leaders and governed themselves
 - define the term *economy* and describe ways in which American Indian groups used local resources to survive.
 - analyze information by comparing and contrasting
 - compare and contrast different American Indian groups
 - use a Venn diagram graphic organizer

Activities

- Big Question: How does geography influence how people live?
 - Watch the video, "Ancient Farmers; Builders in Stone."
 - Jumpstart Activity

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Vocabulary
 - Rap About It!
- Quest
 - Project-Based Learning: What's Cooking?
- Read and Respond
 - Lesson 1: Ancient American Indian Civilizations
 - Map and Graph Skills Lesson: Interpret Cultural Data on Maps
 - Lesson 2: American Indian Culture
 - Lesson 3: American Indian Government and Economy
- Literacy Skill: Compare and Contrast Activity
- Map and Graph Skill: Interpret Cultural Data on Maps
- Primary Source: American Indian Folktales

- Citizenship: Wilma Mankiller
 - Read and respond to describe individual responsibility.

Leveled Readers

- *The First Americans: American Indians*
- *The Nations of North America*
- *A History of American Indian Nations*

Content Readers:

- *Who's Who: American Indian Leaders*

ELA Connections: Wonders

- Unit 2 Week 2: Taking the Next Step: Seeking the Answer
- Unit 5 Week 1: What's Next?: New Perspectives
- Unit 5 Week 2: What's Next?: Better Together
- Unit 5 Week 3: What's Next?: Our Changing Earth

Literature Resources

- *A River Ran Wild* by Lynne Cherry
- *River Town* by Bonnie and Arthur Geisert
- *Got Geography!* by Lee Bennet Hopkins
- *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Formative:

- Lesson 1 Check #5, page 13
- Lesson 2 Check #5 & #6, page 23
- Lesson 3 Check #6, page 33
- Online quizzes (Lessons 1-3)

Summative:

- Chapter 1 Test
- Writing Workshop: Write Informative Text #11, page 39 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

- Social Studies Skills Pre-Test

Alternative:

- Quest Findings: Write and Present Your Recipe about American Indian foods

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

NJSLS: SCIENCE:

- **5-ESS3-1.** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- **3-ESS2-2** Obtain and combine information to describe climates in different regions of the world.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (NEW)
- **9.4.5.TL.3:** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating an American Indian food recipe.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about American Indian people, climate, geography, animals, and available resources in order to create an American Indian food recipe. **CRP11.** Use technology to enhance productivity.

Time Frame	5 weeks
Topic	
Age of Exploration	
Alignment to Standards	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.GeoGI.2: Use historical maps to explain what 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

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- establish meaning
- make meaningful connections to personal experience
- utilize prior knowledge to gain understanding
- place key events and people involved in the Age of Exploration in a chronological sequence and context with each other
- analyze visuals such as maps and timelines to understand meaning
- detail what an explorer has to do to plan for a journey, including how to recruit others to join
- discuss the compelling question "How do people make decisions?"
- analyze the impact on the advancement of innovations such as improved maps, faster and safer ships, the sextant, the astrolabe, the magnetic compass, and the chronometer
- summarize the efforts of the prince of Portugal to establish sea routes around Africa to Asia in order to increase trade and gain riches for his country.
- identify Portuguese explorer Vasco de Gama as the first European to sail around the tip of Africa and reach India
- learn to use textual information and illustrations to understand sequences of events.
- identify ways to describe a sequence of events, using words, dates, and illustrations
- explain events in order to understand a larger framework of text
- explain what motivated the king and queen of Spain to send explorers to find a route west to Asia

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- describe how Columbus sailed west hoping to reach Asia, but landed on a continent previously unknown to most Europeans
- describe the entrepreneurial characteristics of Columbus and later Spanish explorers
- define the term *colony* and describe how Spain started colonies in the Americas
- explore why Christopher Columbus and other historical figures often kept journals
- understand the value of Christopher Columbus's journal to other explorers
- understand the value of Primary Sources
- define the Columbian Exchange as an interchange of cultures and goods between Europeans, American Indians, and Africans following Columbus's exploration
- analyze the consequences of the Columbian Exchange, both positive and negative
- draw conclusions about the lasting impact of the Columbian Exchange on the cultures of Europeans, American Indians, and African peoples
- identify what a timeline is and how it is used
- analyze how events or periods of time relate to one another using a timeline

Activities

- Big Question: Why do people explore?
 - Watch the video, "Coronado National Memorial: Searching for Cities of Gold" ◦ Jumpstart Activity
- Vocabulary
 - Rap About It!
- Quest
 - Project-Based Learning: Ahoy, Sailors!
- Read and Respond
 - Lesson 1: Early Explorers and Advances in Technology
 - Lesson 2: Explorers for Spain
 - Lesson 3: The Columbian Exchange
- Literacy Skill: Sequence Activity
- Map and Graph Skill: Interpret Timelines
- Primary Source: Journal of Christopher Columbus
- Citizenship: Prince Henry the Navigator
 - Read and respond to describe individual responsibility.

Leveled Readers

- *Preparing for a Voyage*
- *Setting Sail: European Explorers*
- *Ships to Shores: How the Early European Explorers Sailed to the Americas*

Content Readers:

- *Viewpoints: Exploration*

ELA Connections: Wonders

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Unit 1 Week 1: Meeting a Need
- Unit 1 Week 4: Inventions

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Unit 2 Week 3: Investigations

Literature Resources

- *Pedro's Journal* by Pam Conrad
- *A World of Wonders: Geographic Travels in Verse and Rhyme* by J. Patrick Lewis •
- *Animals Christopher Columbus Saw: An Adventure in the New World* by Sandra Markle
- *What If You Met a Pirate?* by Jan Adkins

Assessments

Formative:

- Lesson 1 Check #5 , page 55
- Lesson 2 Check #6, page 65
- Lesson 3 Check #5, page 73
- Online quizzes (Lessons 1-3)

Summative:

- Chapter 2 Test
- Writing Workshop: Write Informative Text #11 page 79 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

n/a

Alternative:

- Quest Findings: Write and Present Your Voyage Advertisement

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
 - **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
 - **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
-
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
 - **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.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.8: Identify risks that individuals and households face.

Technology Integration

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when making an advertisement.

Career Education

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about exploration and explorer's needs in order to create a persuasive advertisement to find good sailors to enlist on exploration.

CRP11. Use technology to enhance productivity.

Time Frame	5 weeks
Topic	
Settling the Colonies in North America	
Alignment to Standards	
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

place to place on individuals, communities, and regions.

6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies

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

6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies

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.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

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

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

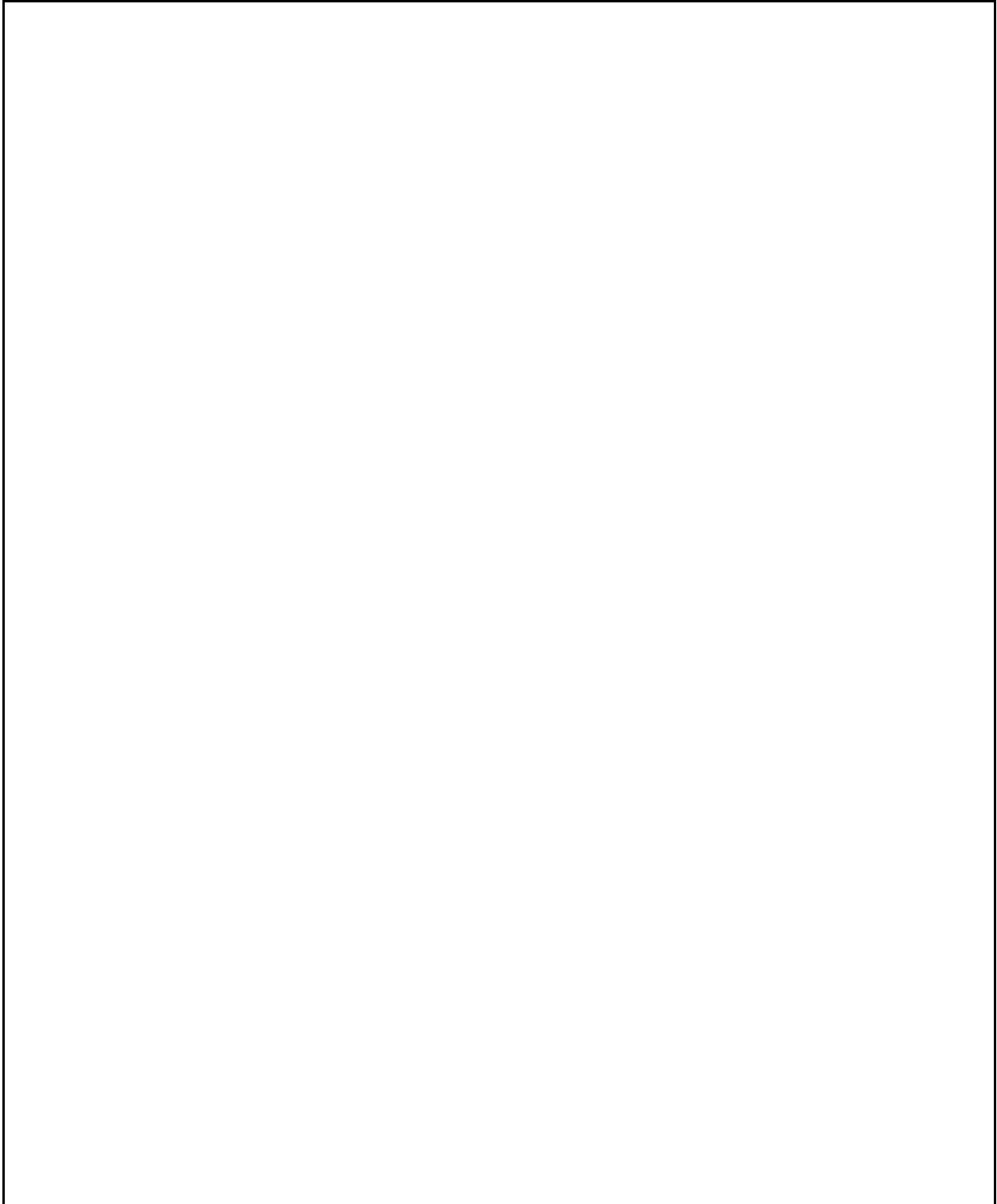
Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5



Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- Establish meaning
- Make meaningful connections to personal experience
- Utilize prior knowledge to gain understanding
- Place key colonies of North America and the people involved in settling them in a chronological sequence and context with each other
- Analyze visuals such as maps and timelines to understand meaning
- Apply the concepts and experiences of people learned about in this chapter to write a blog describing an imagined pilgrimage from Europe to North America
- Discuss the compelling question, "What were the risks of leaving home to settle in a new land? What were the benefits?" after completing the quest
- Analyze the relationships between Spanish settlers and American Indians
- Understand the effects of the competition between the European countries to settle in North America
- Summarize the impact of the *encomienda* system in the Spanish settlements
- Describe the importance of the Spanish mission in the spread of Spanish settlements in North America
- Explain why and how the English started colonies in Virginia
- Analyze the impact of geography and climate on the Virginia colonies
- Summarize the sequence of events leading to a permanent settlement in Virginia
- Trace the development of representative government in Virginia
- Summarize the religious and economic reasons that prompted Pilgrims and Puritans to settle in New England
- Explain the significance of the Mayflower Compact
- Describe the relationship between American Indians and English settlers in New England
- Describe the kinds of communities the Pilgrims and Puritans created, including the influence of religion on daily life
- Identify ways in which Europeans competed for economic opportunities in North America

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Summarize the relationship between American Indians and the French, and between American Indians and the Dutch
- Identify the major French and Dutch explorers that established colonies in North America
- Compare the colonization efforts of the English, French, and Dutch in North America

Activities

- Big Question: Why do people leave their homelands?
 - Watch the video, "Jamestown Settlement: Three Cultures Meet"
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Quest
 - Document-Based Writing: Live it! Write it!
- Read and Respond
 - Lesson 1: Spanish Colonies in the Americas
 - Lesson 2: The English Colonies in Virginia
 - Lesson 3: Pilgrims and Puritans in New England
 - Lesson 4: The French and Dutch in North America
- Literacy Skill: Distinguish Fact from Opinion Activity
- Critical Thinking Skill: Ask and Answer Questions
- Primary Source: The Mayflower Compact
- Citizenship: Tisquantum: A Bridge Between Peoples
 - Read and respond to describe individual responsibility.
- DBQ: Unit 2: Early Jamestown: Why did so many colonists die?

Leveled Readers

- *The Colonies of North America*
- *Europe's Colonies in North America*
- *Europe in North America: A History of the Colonies*

Content Readers:

- *The 10 Most Important Historic Sites in the United States*

Literature Resources

- *Blood on the River* by Elisa Carbone
- *The Mayflower and the Pilgrims' New World* by Nathaniel Philbrick
- *Roanoke: The Lost Colony - An Unsolved Mystery from History* by Heidi Elisabet Yolen Stemple and Jane Yolen
- *1621: A New Look at Thanksgiving* by Catherine O'Neill Grace and Margaret M. Bruchac

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Assessments

Formative:

- Lesson 1 Check #7, page 97
- Lesson 2 Check #6, page 105
- Lesson 3 Check #6, page 113
- Lesson 4 Check #6, page 123
- Online quizzes (Lessons 1-4)

Summative:

- Chapter 3 Test
- Writing Workshop: Write Informative Text #9 page 129 (Use Informative/Explanatory Writing Rubric from Activity Guide page ix)

Benchmark:

n/a

Alternative:

- Quest Finding: Write and share blog post describing an imagined pilgrimage from Europe to North America.

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.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.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.8: Identify risks that individuals and households face.

Technology Integration

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating a blog post.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Career Education

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about the people and materials necessary for a successful voyage in order to create a blog post describing an imagined pilgrimage from Europe to North America.

CRP11. Use technology to enhance productivity.

Time Frame

7 weeks

Topic

Life in the Colonies

Alignment to Standards

6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade

6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups

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.

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- Establish meaning
- Make meaningful connections to personal experience
- Utilize prior knowledge to gain understanding
- Place key events and people of colonial America in a chronological sequence and within a spatial context
- Analyze maps
- Interpret timelines
- Apply the concepts learned in this chapter to write an infomercial to attract new colonists

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Discuss the Big Question “What does it take to build a new society?” after completing the Quest
- Compare and contrast the geography of the New England, Middle, and Southern Colonies
- Analyze how the land and climate had an impact on the development of communities in the three colonial regions
- Identify the main idea and details of a paragraph
- Analyze information to find the main idea
- Compare and contrast the resources and economies of the three colonial regions
- Explain how protectionism and mercantilism affected the colonies and trade
- Describe the triangular trade and provide examples of items imported and exported via the trade routes
- Discuss the roles people of various classes, women, and children played in colonial America
- Explain the influence of the Great Awakening
- Summarize the advent of slavery in the American colonies
- Describe the life of enslaved Africans
- Discuss ways in which enslaved Africans resisted slavery
- Explain what a slave narrative is
- Analyze an excerpt from a slave narrative
- Explain the causes and effects of conflicts between American Indians and European settlers
- Identify key groups and people involved in major conflicts between American Indians and European settlers
- Analyze the causes of the French and Indian War
- Identify George Washington’s role in the French and Indian War
- Assess how the conflicts and alliances during the French and Indian War affected the British colonies
- Describe the role played by American Indians in the French and Indian War and the events that followed

Activities

- Big Question: What does it take to build a new society?
 - Watch the video, “Children in Colonial Times”
 - Jumpstart Activity
- Vocabulary
 - Rap About It!
- Quest
 - Project-Based Learning: You’re Home
- Read and Respond
 - Lesson 1: New England, Middle, and Southern Colonies
 - Lesson 2: Daily Life in the Colonies
 - Lesson 3: Slavery in the Colonies

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Lesson 4: Cooperation and Conflict

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Lesson 5: The French and Indian War
- Literacy Skill: Main Idea and Details Activity
- Map and Graph Skills: Read Circle Graphs
- Primary Source: The Interesting Narrative of the Life of Olaudah Equiano
- Citizenship: Benjamin Franklin
 - Read and respond to describe individual responsibility.
- DBQ: Unit 8: An Early American Diary

Leveled Readers

- *Life in the American Colonies*
- *The Colonial People of the 1700s*
- *The Colonial Experience: Voices from the 1700s*

Content Readers:

- *Who's Who: heroes and Rogues in Colonial Days*

ELA Connections: Wonders

- Unit 3 Week 3: Patterns
- Unit 3: Week 4: Teamwork

Literature Resources

- *Finding Providence: The Story of Roger Williams* by Avi
- *Many Thousands Gone* by Virginia Hamilton
- *To Be a Slave*, edited by Julius Lester and Tom Feelings

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Formative:

- Lesson 1 Check #7, page 145
- Lesson 2 Check #6, page 155
- Lesson 3 Check #5, page 165
- Lesson 4 Check #5, page 173
- Lesson 5 Check #, 5 page 179
- Online quizzes (Lessons 1-5)

Summative:

- Chapter 4 Test
- Writing Workshop: Write an Informative / Explanatory Piece, #8 page 183 (Use Informative / Explanatory Writing Rubric from Activity Guide page ix).

Benchmark:

n/a

Alternative:

- Quest Finding: Write and share an infomercial to attract new colonists.
- DBQ Essay

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.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.

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

Technology Integration

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating an infomercial.

Career Education

CRP4. Communicate clearly and effectively and with reason.

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

CRP7. Students will employ valid and reliable research strategies when locating information about the advantages and hardships of colonial life in North America in order to create an infomercial.

CRP11. Use technology to enhance productivity.

Time Frame	5 weeks
Topic	
The American Revolution	
Alignment to Standards	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products

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.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- establish meaning
- make meaningful connections to personal experience
- utilize prior knowledge to gain understanding
- place key events and people involved in the American Revolution in a chronological sequence and within a spatial context
- analyze maps
- interpret timelines
- apply the concepts learned in this chapter to contribute to a class newspaper that tells about major events leading up to the American Revolution and the battles that took place during it
- discuss the compelling question "Was the American Revolution worth fighting for? Why or why not?" after completing the quest
- explain how tensions rose between the American colonists and the British following the French and Indian War
- identify leaders in groups who organized protest
- explain the events that led to the beginning of the American Revolutionary War
- identify Patriot and British leaders at the beginning of the Revolution and their impact
- understand the significance of the First Continental Congress
- know how to identify details in a visual
- understand how to describe action in a visual
- identify historical point of view of an artist
- describe the purpose, actions, and significance of the Second Continental Congress
- identify the leaders who wrote and signed the Declaration of Independence
- explain Thomas Paine's purpose for writing the pamphlet *Common Sense*
- compare the advantages and disadvantages of each side of the American Revolution
- identify and map the major military battles and campaigns of the war and describe their importance
- summarize how other countries helped the Americans in their fight for independence
- understand the roles of women, African Americans, and American Indians in the American Revolution
- analyze cause-and-effect relationships
- summarize how alliances with other nations contributed to the colonists' victory in the American Revolution and proved to be a turning point in the war
- describe the actions of individuals who changed the course of the American Revolution

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- explain the significance of the Treaty of Paris

Activities

- Big Question: What is worth fighting for?
 - Watch the video, "Battle of Saratoga: A Turning Point" ◦ Jumpstart Activity
- Vocabulary
 - Rap About It!
- Quest
 - Writing Using Sources: Read All About It!
- Read and Respond
 - Lesson 1: Tensions with Britain
 - Lesson 2: The Road to War
 - Lesson 3: Declaring Independence
 - Lesson 4: On the Battlefield and at Home
 - Lesson 5: Winning Independence
- Literacy Skill: Cause and Effect Activity
- Critical Thinking Skill: Analyze Images
- Primary Source: Thomas Paine's Common Sense
- Citizenship: George Washington
 - Read and respond to describe individual responsibility.
- **DBQ**: Valley Forge: Would you have quit? (Unit III)

Leveled Readers

- *Revolution in America*
- *The Road to Independence*
- *America's Fight for Independence* **Content Readers:**
- *The 10 Most Decisive Moments of the American Revolution*

ELA Connections: Wonders

- Unit 1 Week 3: Seeing for Yourself
- Unit 5 Week 4: Now We Know
- Unit 6 Week 3: Adaptations

Literature Resources

- *Johnny Tremain* by Esther Forbes

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Formative:

- Lesson 1 Check #5, page 199
- Lesson 2 Check #9, page 209
- Lesson 3 Check #6, page 219
- Lesson 4 Check #6, page 229
- Lesson 5 Check #5, page 237

- Online quizzes (Lessons 1-5)

Summative:

- Chapter 5 Test
- Writing Workshop: Write an Opinion Piece, page 241 #10 (Use Opinion Writing Rubric from Activity Guide page viii)

Benchmark:

n/a

Alternative:

- Quest Finding: write a letter to the editor of the newspaper that tells about major events leading up to the American Revolution and the battles that took place during it
 - DBQ Essay: Valley Forge: Why would you have quit?

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.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.

Career Readiness, Life Literacies, and Key Skills

9.1.5.EG.1: Explain and give examples of what is meant by the term "tax".

9.1.5.EG.2: Describe how tax monies are spent

Technology Integration

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating a letter to the editor.

Career Education

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

CRP4. Communicate clearly and effectively and with reason.

CRP7. Students will employ valid and reliable research strategies when locating information about key events and persons involved in the American Revolution in order to create a letter to the editor.

CRP11. Use technology to enhance productivity.

Time Frame	5 weeks
Topic	
A New Nation	
Alignment to Standards	
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).	
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.	
6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.	
6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.	

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them

6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process)

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society

6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time

6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

Learning Objectives and Activities

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Students will...

- establish meaning
 - make meaningful connections to personal experience
-
- utilize prior knowledge to gain understanding
 - place key events and people involved in the creation of the Constitution in a chronological sequence and within a spatial context
 - analyze maps
 - interpret timelines
 - apply the concepts learned in this chapter to write a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution
 - discuss the compelling question "Do we need a written constitution? Why or why not?" after completing the Quest
 - understand how the U.S. government was structured under the Articles of Confederation and identify the weakness of this structure
 - explain the causes and effects of Shays' Rebellion and how it contributed to the calls for a stronger government
 - summarize the principles of the Land Ordinance and the Northwest Ordinance on U.S. settlers and American Indians
 - explain why the Constitutional Convention was held
 - identify the leaders of the Constitutional Convention and their views and the challenges and compromises involved while writing it
 - explain how the Constitution divides powers between three branches of government and limits the power of each branch through checks and balances
 - differentiate between powers that belong to the federal government and to the states under the Constitution
 - analyze an excerpt from a historical speech
 - state an opinion about the Constitution and write an opinion statement supported by evidence
 - compare and contrast the views of Federalists and Anti-Federalists
 - describe the process that led to the ratification of the Constitution and the Bill of Rights
 - describe how the Bill of Rights provides protections for all American citizens
 - identify questions that can be asked to determine the point of view of an author or speaker
 - compare and contrast the points of view of the founders

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- analyze important section and clauses of the Constitution and how those clauses are important to citizens today
- describe how the Supreme Court serves as a check on the power of branches of government, and how the other branches check the power of the court
- describe the process of amending the Constitution
- summarize how voting rights have been expanded to include more citizens

Activities

- Big Question: What is the purpose of the government?
 - Watch the video, "Capitol Visitor Center at the Nation's Legislature" ◦ Jumpstart Activity
- Vocabulary
 - Rap About It!

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Quest
 - Project-Based Learning: Yea or Nay, I Say!
- Read and Respond
 - Lesson 1: Articles of Confederation
 - Lesson 2: Creating the Constitution
 - Lesson 3: The Bill of Rights
 - Lesson 4: Key Concepts of the Constitution
- Literacy Skill: Summarize Activity
- Critical Thinking Skill: Compare Points of View Activity
- Primary Source: Benjamin Franklin's Final Speech
- Citizenship: Abigail Adams
 - Read and respond to describe individual responsibility.

Leveled Readers

- *Writing the U.S. Constitution*
- *We the People: The History of the Constitution*
- *Checks and Balances: Creating the United States Government*

Content Readers:

- *Viewpoints: Government*

ELA Connections: Wonders

- Unit 3 Week 1: Cultural Exchange
- Unit 3 Week 2: Being Resourceful
- Unit 3 Week 5: Into the Past
- Unit 4 Week 3: Take Action
- Unit 4 Week 4: Consider Our Resources
- Unit 6 Week 1: Joining Forces
- Unit 6 Week 2: Getting Along

Assessments

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

Formative:

- Lesson 1 Check #7, page 257
- Lesson 2 Check #7, page 269
- Lesson 3 Check #6, page 279
- Lesson 4 Check #5, page 289
- Online quizzes (Lessons 1-4) **Summative:**

- Chapter 6 Test
- Writing Workshop: Write an Informative / Explanatory Piece, #12 page 294 (Use Informative / Explanatory Writing Rubric from Activity Guide page ix).

Benchmark:

n/a

Alternative:

- Quest Finding: write a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution

Interdisciplinary Connections

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

NJSLS:ELA:

- **SL.PE.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.PE.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text..
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.RW.5.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.PE.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.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols when creating a persuasive letter.

Career Education

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies when locating information about the U.S. Constitution and Bill of Rights in order to create a persuasive letter to the editor supporting or opposing the ratification of the U.S. Constitution.

CRP11. Use technology to enhance productivity.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Social Studies

COURSE Social Studies, Grade 5

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations • Propose interest-based extension activities • Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy

