

READINGTON PUBLIC SCHOOL DISTRICT

5th Grade Social Studies 2026

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through grade 8. Today's challenges 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 social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. 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.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are assessed quantitatively and qualitatively: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations, and the resulting projects taking informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Native America September to December	• Investigate how geography and natural resources impact way of life • Compare and contrast life in different Native American cultural areas (Northwest Coast, California, Great Basin, Plains, Southwest, Northeast, Southeast, Plateau, and Arctic and Subarctic) • Explain the importance of storytelling to Native American history and culture • Evaluate and compare sources and perspectives about the event known as the "first Thanksgiving"

	• Use evidence to support a claim about how historical sources support or challenge a dominant narrative
Unit 2 The Thirteen Colonies January to March	• Describe the motivations that gave rise to European exploration and colonization of North America • Describe how sea exploration and the Columbian Exchange ushered in an era of global transformation that had significant impacts on Africans, Europeans, and Indigenous peoples • Investigate examples of cooperation and conflict in early European settlements (Jamestown and Plymouth) • Use evidence and reasoning to support a claim about cooperation or conflict in an early European settlement • Describe the relationship between global trade, cash crops, and the rise of slavery • Identify how geography shaped the development of unique regional economies and cultures • Draw conclusions about how race, gender, and socioeconomics determined role, status, and opportunity in colonial society
Unit 3 Rights and Responsibilities April to June	• Explore key ideas in the Preamble of the US Constitution • Explain the purpose and function of the US Constitution and its key ideas • Describe how checks and balances and separation of powers limit the powers of the federal government • Analyze the role of the people as part of democracy in the US • Describe how rights guaranteed by the Constitution, including the Bill of Rights, are involved in everyday situations

VI. UNITS OF STUDY

5th Grade: Unit 1 Native America
Desired Results
Standards: 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.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

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 Americans, resulting in changes to conditions. 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. 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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.	
Understandings: Our country's Native American peoples have rich and varied cultures and histories.	Essential Questions: - How can we better honor the cultural heritage of this land? - What was life like for historic Native American cultures? - How can comparing sources deepen our understanding of a historical event?
<i>Students will be able to...</i> Module 1: - Recognize that Indigenous history is American history - Establish baseline knowledge about Indigenous American history and culture - Generate questions to guide inquiry - Recognize key vocabulary for the Inquiry, with support Module 2: - Investigate and compare cultural and environmental characteristics of historical Indigenous cultural areas of the United States - Use findings to draw conclusions about how geography impacts way of life - Select and present key ideas to an audience Module 3: - Use information about a source to support interpretations of its content - Analyze stories for evidence about environment and culture - Compare information in sources to contextualize and corroborate findings - Use evidence to draw conclusions about how stories transmit history and culture Module 4: - Analyze artifacts for evidence about environment and culture - Compare information in sources to contextualize and corroborate findings - Use evidence to draw conclusions about how artifacts represent history and culture - Analyze artifacts to identify evidence about their purpose and importance Module 5: - Evaluate and compare sources and perspectives about the event known as the "first Thanksgiving" - Evaluate the strengths and limitations of sources - Use evidence to support a claim about how historical sources support or challenge a dominant narrative - Identify challenges and opportunities related to understanding of Native American history and culture	
Learning Activities	
Module 1: - Hook: Unpacking Perceptions of Indigenous American Cultures - Generating Investigation Questions Module 2: - Diversity Across Native America - Cultural Areas Investigation - Presenting on Indigenous Cultural Areas (Part 1) - Focus on the changes to conditions resulting from conflict and cooperation between colonists and Native Americans - Presenting on Indigenous Cultural Areas (Part 2)	

Module 3: • Storytelling as an Historical Source • Investigating a Winter Count • Folktale Investigation • Reflecting on Stories Module 4: • Artifacts as Historical Sources • Analyzing and Documenting Artifacts • Artifact Analysis Critique • Artifact Analysis Presentations Module 5: • Identifying Perceptions of the “First Thanksgiving” • Comparing Narratives • The Evolution of Thanksgiving • Constructing a Claim • Synthesizing Findings and Drawing Conclusions
Interdisciplinary Connections
ELA: RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. Activity: Students will read the <i>"Many Voices"</i> article from <i>PBS Circle of Stories</i> and discuss the key ideas of the article. The Arts: 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. Activity: Students will listen to “The Turtle Story, a Native American Account of Earthquakes”. They will then create a song about earthquakes.
Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions. 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). Activity: Students will work collaboratively to create an artifact from a specific time period in Native American history. The work will be displayed for students to do a Museum Walk in the classroom. 9.2.5.CAP.2 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Discuss how people earned an income years ago vs. how people now earn an income. What has changed? What interests you? What jobs are still here vs. what jobs no longer exist? 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). Activity: In discussion groups, students respond to the question, What new information have we learned about how the Europeans arrived and settled?
Computer Science and Design Thinking
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. Activity: Students will discuss how “The First Thanksgiving” would have been different if technology was available.
Assessment Evidence

Formative: - Observe the class and gauge their general entry point to key concepts and skills; look for: - Prior knowledge or misconceptions about Native American history and culture "Notes on Cultural Area Presentations" handout - Draft "Artifact Analysis" handouts Summative: "Reflecting on Stories" handout - Final "Artifact Analysis" handouts "Make Your Claim" handouts - Module 2 Observations teacher worksheet - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet - Module 5 Observations teacher worksheet - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of formative assessments
Resources	
Core Materials: - Most updated version of inquirED Inquiry Journeys Grade 5 Supplemental Materials: - Technology: - Chromebooks	

5th Grade Unit 2 Colonial Era
Desired Results
Standards: 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 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.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.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.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

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

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

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.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.

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

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Understandings:

- The European settlement of North America created a collision of three worlds and led to profound global impacts.
- This unit challenges students to go beyond a single narrative, looking instead at the complex geopolitical landscape, web of events, and cross-cultural interactions that helped shape both the past and present of our nation.

Essential Questions:

- How can facing the complexities of America's past help us to meet the challenges of the present?
- What did the So-Called New World represent for Native Americans, Africans, and Europeans?
- How do cooperation and conflict affect the survival of a community?
- How did culture, geography, and economics shape the development of different colonial regions?
- How did social structures impact people in colonial America?

Students will be able to...

Module 1:

- Engage in collaborative discussion
- Make predictions, observations, and inferences about goals and impacts of colonization

Module 2:

- Describe the motivations that gave rise to European exploration and colonization of North America
- Describe how sea exploration and the Columbian Exchange ushered in an era of global transformation that had significant impacts on Africans, Europeans, and Indigenous peoples
- Create representations showing what the So-Called New World represented for various groups (ex. homeland, wilderness, wealth, freedom, loss of freedom)

Module 3:

- Analyze primary and secondary sources to gather evidence about goals, setbacks, and decision-making in the establishment of the first European settlements
- Investigate examples of cooperation and conflict in early European settlements (Jamestown and Plymouth)
- Use evidence and reasoning to support a claim about cooperation or conflict in an early European settlement

Module 4:

- Synthesize and compare information about the characteristics (geographic, economic, cultural) of the New England, Middle, and Southern colonies
- Identify how geography shaped the development of unique regional economies and cultures
- Describe the relationship between global trade, cash crops, and the rise of slavery
- Engage in collaborative discussions with peers

Module 5:

- Draw conclusions about how race, gender, and socioeconomics determined role, status, and opportunity in colonial society
- Analyze methods that people employed to exercise agency and resist unjust social structures in colonial society
- Draw connections between the past and present
- Reflect on the content, context, and value of historical sources
- Generate ideas about ways to address challenges and opportunities related to the complexities of America's past and present
- Engage in collaborative discussion and work with peers

Learning Activities

Module 1:

- Hook: Fashion and the Founding of Manhattan
- Generating Investigation Questions

Module 2:

- God, Gold, Glory
 - Discuss the impact of science and technology on exploration
- Effects of the Age of Exploration
- The Not-So-New World
- Migration to the Americas
- Reflecting on the So-Called New World

Module 3:

- Predictions about Jamestown and Plymouth
- Jamestown and Plymouth Research
- Jamestown and Plymouth Infographic
- Infographic Partner Critique

Module 4:

- Characteristics of Colonial Regions
- A Close Look at Regional Economies
- Rise of the Atlantic Slave Trade (Amistad)
- Slavery in the Colonies (Amistad)
 - Compare to the practice of indentured servitude
- Reflecting on Colonial Regions

Module 5:

- Social Roles in Colonial America

- Recovering Stories
- Colonial Resistance (Holocaust)
- Everyday Resistance (Holocaust)
- Synthesizing Findings and Drawing Conclusions

Interdisciplinary Connections

ELA: W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **Activity:** Students will write persuasively on either the positive effects or negative effects of the Columbian Exchange.

Science: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. **Activity:** Students will explain how the movement of people impacts the ecosystems.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. **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. **9.4.5.IML.1:** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources). **9.4.5.DC.1:** Explain the need for and use of copyrights. **Activity:** Students will create an infographic to support a claim in response to the prompt: Was [Jamestown or Plymouth] a story of cooperation, conflict, or both?

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. **Activity:** Students will discuss careers of the Colonial Era. What careers are still around today? Which are no longer needed? Why?

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). **Activity:** Students will explain how supply and demand impacted the practice of slavery.

Computer Science and Design Thinking

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. **Activity:** Students will explain why they would want to immigrate to America using Flipgrid.

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - o Accuracy of connections between key events and concepts
 - o Uses evidence from the source to draw conclusions about goals of colonization (power, wealth, trade)
- “Module 2 Content Check” handouts
- Draft Infographics
- “Module 4 Content Check” handouts
- “Complexity” handouts

Summative:

- Finalized Infographics

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of formative assessments

• Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project	
Resources	
Core Materials: • Most updated version of InquirED Inquiry Journeys Grade 5 Supplemental Materials: • Technology: ◦ Chromebooks ◦ National Geographic Kids	

5th Grade Unit 3
Rights and Responsibilities
Desired Results
Standards: 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. 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.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions. 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation. 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.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position. 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.4: Describe the services our government provides the people in the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 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.

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

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

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.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Understandings:

- The US Constitution describes the rights and responsibilities of individual citizens and defines the power of elected officials and the branches of government.
- Limits on power, whether in the Constitution or in other contexts, help protect individual and collective rights so that all people can fully participate in our democracy.

Essential Questions:

- How can we contribute to a healthy democracy?
- How is our government designed?
- Do rules give us freedom?
- Why don't more people vote?
- What is my power to participate?

Students will be able to...

Module 1:

- Make predictions, observations, and inferences about the roles and responsibilities of citizens and the institutions of a democracy
- Use sources to draw preliminary conclusions about the features of a "healthy democracy"
- Generate questions to guide the Inquiry

Module 2:

- Describe how and why governmental power is limited in the Constitution
- Describe the branches of government and basic functions of each
- Analyze the system of checks and balances, including the role of the People as a check on the government
- Explain how the Constitution's system of checks and balances impacts US democracy

Module 3:

- Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution
- Evaluate the distribution of power in the US Constitution by distinguishing the powers and responsibilities of government on the federal, state, and local levels and the roles of tribal, state, and local governments
- Provide examples of how different governments – and levels of governments – solve problems

- Distinguish the roles of government officials at various levels and branches of government

Module 4:

- Explain the rights of citizenship and why rights do and don't have some protections
- Evaluate the implications of the Bill of Rights by identifying the purpose and importance of the first 10 amendments to the US Constitution and explain the freedoms it guarantees
- Analyze the implications of the First Amendment by exploring how the freedoms are exercised in contemporary times
- Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time
- Identify contemporary public issues related to the First Amendment and their related factual, definitional, and ethical questions
- Examine the relationships between individual rights and personal responsibility

Module 5:

- Express an understanding of how people impact democracy by applying their rights and responsibilities as citizens
- Investigate methods by which individuals and groups can have a say or influence on those that represent them
- Make inferences about civic knowledge, skills, and attitudes demonstrated through various forms of civic engagement
- Draw connections between civic actions and civic ideals (civility, cooperation, respect, responsibility)
- Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, or global implications

Module 6:

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook: Healthy Democracy
- Generating Investigation Questions

Module 2:

- Exploring the Constitution
- Breaking Down the Branches of Government
- Checks and Balances
- Reflecting on the Design of the Government

Module 3:

- Defining Federalism
- Power at Different Levels
 - Discuss important qualifications for candidates running for office as they relate to the responsibilities of the position
 - Discuss how elected representatives interact with citizens at local, state, and national levels and the criteria needed for a leader
 - [10 Influential Asian American and Pacific Islander Activists](#) (AAPI)
 - With their leadership and bravery, these trailblazing activists left a lasting mark on American history, fighting for civil rights, labor rights, and everything in between
- Federalism in Action
- Reflecting on Federalism

Module 4:

- What Are Our Rights?

• The Freedoms Protected by the First Amendment • Interpretations of the First Amendment • Reflecting on the First Amendment Freedoms Module 5: • Civic Engagement Overview • The Election Process • Youth Citizens • Synthesizing Findings and Drawing Conclusions • Constructing the Inquiry Challenge Statement Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard • Brainstorm: Comparing Models to Develop Success Criteria • Brainstorm: Team Norms • Brainstorm: Generating Ideas for the Work • Prototype: Outlining the Written Work • Improve: Critiquing Rough Drafts • Improve: Developing the Work • Reflect: Revisiting the Inquiry Challenge	
Interdisciplinary Connections	
The Arts: 1.5.5.Re7b: Analyze visual arts including cultural associations. Activity: Students will analyze various artworks produced by Hispanic or Latino artists from the period, comparing the artist's interpretation. (LHH) ELA: 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. Activity: Students will read “Lowering the Voting Age” and write about the potential positive and negative impacts this change will have.	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Work productively in teams while using cultural/global competence. 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2). 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CRI.d). Activity: Students will work with a partner to create new requirements for a President. 9.2.5.CAP.2: Identify how you might like to earn an income. Activity: Students will discuss the cost of living, jobs, income, and education and compare it to the current time period. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). Activity: Students will be presented with a real-world problem and will respond as though they are the President.	
Computer Science and Design Thinking	
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. Activity: Students will create an infographic displaying what civic participation is.	
Assessment Evidence	
Formative: • Observe the class to gauge the general entry point to key concepts and skills; look for: ○ Understands the function and purpose of government	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative:

- o Contributes, takes turns, compromises • “Module 2 Content Check” handouts • Draft “Barriers to Voting Storyboards” Summative: • “Supporting Claims” handouts • Final “Barriers to Voting Storyboards” • “Concept Connections” handouts • Module 2 Observations teacher worksheet • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project	• Teacher observation • Oral reporting of formative assessments
Resources	
Core Materials: • Most updated version of inquirED Inquiry Journeys Grade 5 Supplemental Materials: • Technology: - o Chromebooks - o 10 Influential Asian American and Pacific Islander Activists	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections require district boards of education to be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian

American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.