

POMPTON LAKES SCHOOL DISTRICT

**SOCIAL STUDIES
Grade 5**

COURSE OF STUDY

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BOE Approval, September 10, 2019

Unit I Overview

Content Area: Social Studies

Era: Three Worlds Meet

Target Course/Grade Level: Grade 5

Unit Rationale:

Students need to develop an understanding of where they live in the world to understand history. Reading maps and recognizing geographical terms will help them to understand where key events took place and how they are related to each other due to location.

Students will understand the migratory patterns of the Native Americans and their belief systems, family structures, and forms of governance. They will also be able to compare and contrast the gender roles, religion, values, cultural practices, and political systems of Native American groups.

The History of the United States affects current day policies and relationships with the world. Developing empathy for other cultures and understanding how they lived will enhance students' understanding of the United States today.

Unit Summary:

- Students will analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes. (6.1.8.B.1.b)
- Students will describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere. (6.1.8.B.1.a)
- Students will describe the different Native American cultures that existed in the United States prior to its colonization. Study of these cultures will help students to appreciate the cultural diversity that exists in the United States today.

Content Statements: Colonization and Settlement (Holocaust and Amistad Project)

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.

21st Century Themes: Global Awareness (Holocaust and Amistad Project)

Students learn their connection to the world by utilizing their knowledge, skills, and perspectives to become informed citizens and contributing members of their global community in the digital age.

Holocaust Commission Mandate: curriculum addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust.

Amistad Commission Mandate: <https://www.nj.gov/education/amistad/resources/literacy.pdf>

Related Interdisciplinary Content:

Technology:

8.1.4. A.2 Create a document with text formatting and graphics using a word processing program.

English/Literacy:

RI.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Learning Targets

New Jersey Student Learning Standards:

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
(Holocaust and Amistad Project)

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.3.8.D.1	Engage in a simulated democratic process (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
RI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLs) Reading Informational Text
WI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLs) Informational Writing
WL- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLs) Narrative- Writing

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do physical geography, human geography, and the human environment interact to influence or determine the development of 	<ul style="list-style-type: none"> • How did the systems and beliefs that the Native Americans have influence the way that we govern today? • How did the process of slavery and discrimination begin 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Physical and human geography, along with the environment determine the development of cultures, societies, and nations, as humans adapt to their surroundings and struggle for power and wealth. • Native American met their basic needs by using natural resources. Today, we use an economic system to meet our basic needs.
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<p>cultures, societies, and nations?</p> <ul style="list-style-type: none"> • How did the way the Native Americans lived in the United States differ from the way we live today? • Did the Native Americans have a right to live on the land and use its resources? 	<p>within the interaction of Native Americans and European Explorers?</p>	<ul style="list-style-type: none"> • The view of land ownership depends on one's perspective. • The examples set forth by the Native Americans influenced many of our systems of government today, from their progressive views of women's rights, to the influence of the Iroquois Confederacy and its effect on the United States Constitution. • The interaction between the Native Americans and the European Explorers began a discriminatory environment based on prejudicial thinking and closeminded attitudes.
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Evidence of Learning

Summative/Performance Assessment: Geography Unit

After studying geography students will understand where they live in relation to the world, and that their location affects history. Students will create a Hyperdoc which will include all of the following elements:

- A map of the world
- A map of each continent
- A map of the United States including the route the Europeans took to settle there.
- A map of NJ- identifying the latitude and longitude
- A page of the key vocabulary used and their definition

Summative Assessment: Native American Unit

- Write and perform an Interview of a Native American (that lived a thousand years ago) from a specific group.
- Develop a timeline that shows when different Native American groups settled.
- Read, perform, and discuss Native American poetry.
- Choose a culture. Write a song they might have sung. Make up a dance to go with it.
- Deliberate on a public issue (related to Native Americans), consider opposing arguments, and develop a reasoned conclusion.

Formative Assessment

1. Quizzes on vocabulary
2. Student created Longitude and Latitude Rap-Using Flip Grid
3. Labeled maps
4. Exit ticket

Benchmark Assessment

- Mid-Unit quiz (Discussions, Analysis of maps, Interpretation of maps)
- See Social Studies Skills Table (Spatial, Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment

Per student individual education plan or intervention and referral services plan.

Lesson Plans and Pacing Guide

Lesson	Timeframe – 12 Weeks
Lesson 1 (Internet Resources) The World's Geography	2 hours/3 days/week 1
Lesson 2 (Internet Resources) Interpreting Maps and Globes	2 hours/3 days/week 2
Early Cultures (Chapter 1) Aztec, Inca, and Maya	4 hours/ 14 days/weeks 3-5

Native American Unit (Chapter 2) Lesson 1 Native Americans of the Southwest	2 hours/3 days/week 6
Lesson 2 (Chapter 2) Native Americans of the Woodlands	4.5 hours/15 days/weeks 7-9
Lesson 3 (Chapter 2) Native Americans of the Plains and the West	4.5 hours/15 days/weeks 10-12

Teacher Resources:

Books

Textbook- Our Nation- McGraw Hill

Number the Stars, by Lois Lowry

*The students will read additional age appropriate novels that relate to Holocaust content independently.

Internet Resources

Google Earth

<https://www.google.com/earth/>

Hyperdoc Templates

<https://hyperdocs.co/templates>

Longitude and Latitude Rap

<https://www.youtube.com/watch?v=-0c1idtn3e8>

Continents and Oceans

<https://www.youtube.com/watch?v=-0c1idtn3e8>

Beringia

<https://www.youtube.com/watch?v=Kd00htzaHYw>

Aztecs:

https://www.youtube.com/watch?v=i3kWJfkqT0g&list=PLf2z9xGWCE6_jN7xmf7Pi3KaElkDg6ir

Inca:

<https://www.youtube.com/watch?v=UO5ktwPXsyM&t=44s>

Mayans:

<https://www.youtube.com/watch?v=-2sUCcaPkAE>

Native Americans of the Southwest:

https://www.youtube.com/watch?v=S7IOowc544U&list=PLIKqSOIPRQkk0zEoBRi83ecEGi3t_kIkF

Native Americans of the Woodlands:

<https://www.youtube.com/watch?v=yPD9XIkUd-E&t=7s>

Native Americans of the Plains:

<https://www.youtube.com/watch?v=t6NiJwj-10U&t=100s>

Native Americans of the Northwest:

https://www.youtube.com/watch?v=f_518ruQgNo

Internet Resources: WW2 Background Information, the Holocaust, and the Danish Resistance:

Causes of the War:

<https://www.youtube.com/watch?v=PCXSuaOozDE&t=10s>

Who was Involved/:

<https://www.youtube.com/watch?v=JxFGq7FHsAo&t=39s>

The Danish Resistance:

<https://www.youtube.com/watch?v=tDznVCEpMhg&t=9s>

Jewish Life Before the Holocaust:

<https://www.youtube.com/watch?v=J7WLk-KVYM4>

Background Information of WW2:

Complete Lesson Plan with Links

<https://docs.google.com/document/d/1vQbbPjxrcXAOdYOpH5jmPKLdaYLR7tMiLmCUunrd6kI/edit>

Google Slides- Introduction to WW2:

<https://docs.google.com/presentation/d/1j96z-pBOIy7S1DC79yv62YRIXhZzDv0VdbZ8MC6pIiM/edit#slide=id.p1>

Suggested Speaking and Listening:

- Class debates
- Whole group discussion
- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

21st Century Life and Careers Standards

Career Ready Practices:

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

Curriculum Development Resources:

- Internet Resources
- Textbook
- Discussion Maps
- Graphic Organizers/Planners
- Digital Notes
- NJSLS: <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Unit II Overview

Content Area: Social Studies

Era: Colonization and Settlement

Target Course/Grade Level: Grade 5

Unit Rationale:

Studying the many explorers will allow students to gain an awareness of the motivation of these explorers, and the many discoveries ahead of them. In addition, students will understand why there was future tension over rights to the land in North America and the spread of European cultures throughout North America.

Unit Summary:

This unit will discuss European exploration. Students will understand that as Europe went through expansion and growth during the early 1000s, people began to experience life outside of their own villages. Explorers like Christopher Columbus, John Cabot, Ponce de Leon, Hernando Cortes, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson, and Robert de La Salle made it possible for curiosity and trade in other cities, countries and even continents. Students will realize that early exploration was motivated by the desire to gain wealth, spread Christianity, and expand empires. The impact of the expeditions will be reviewed throughout the unit.

Content Statements:

- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.

21st Century Themes: Global Awareness, (Holocaust and Amistad Project), Financial, Economic, Business and Entrepreneurial Literacy

Related Interdisciplinary Content:

Technology:

8.1.4. A.2 Create a document with text formatting and graphics using a word processing program.

English/Literacy:

RI.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Learning Targets

Standards:

6.1 U.S. History – America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect

fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
A. Civics, Government, and Human Rights	
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
B. Geography, People, and the Environment	
6.1.8.B.2.a	Determine factors that affected emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
C. Economics, Innovation, and Technology	
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
D. History, Culture, and Perspectives	
6.1.8.D.2.a	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
RI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLS) Reading Informational Text
WI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLS) Informational Writing
WL- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLS) Narrative Writing
Unit Essential Questions: <ul style="list-style-type: none"> • Why do nations explore other lands? • How did exploration change cultures? • How did the quest for a trade route lead to settlement in America? • What motivates people to leave their homeland and what challenges do they face? • Why have people throughout history been willing to enslave others? • What makes a community successful? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • As explorers accidentally came upon America, they staked claimed to the land as if it was their own • Europeans came to North America for land, resources, and power • Cultural differences and competition for land led to conflicts among different groups of people • People left Europe to settle in the New World for different reasons including religion, politics, opportunity, and resources. • Differences in geography, way of life, climate, and wealth influenced the way the different colonial settlements and regions were developed
Summative Assessment:	

After studying the various European Explorers, students will create an oral presentation written in the first-person narrative as an assigned explorer via Flipgrid. Their presentation will describe the explorers route of exploration and the reasons why they traveled. www.flipgrid.com

OR

Students will design a monument to a European explorer. The monument should include:

- A human figure or visual symbols that represent the positive and negative impacts of the explorer.
- A plaque that explains the monument and describes the positive and negative impacts of the explorer.
- A map of the location of the monument. Why was this location chosen? What significance does this monument have to the area?
- After the class presents, students judge the European explorers and determine who had the greatest impact on present day society. Google Draw/ Google Slides
- See Social Studies Skills Table (Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

OR

Type a thank you letter to that explorer citing how they impacted our lives. Include criticism of the explorer that would have made his voyage even more successful. Google Docs

Formative Assessment:

- Students will draw water routes on a map.
- Students will write a speech that tries to persuade Cortes to make peace with the Native Americans.
- Write and perform a skit showing the first meeting of the Native Americans and Pilgrims

Benchmark Assessment:

Teacher created quiz on Google forms.

See Social Studies Skills Table (Spatial, Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Per student individual education plan or intervention and referral services plan.

Lesson Plans and Pacing Guide

Lesson	Timeframe – 9 Weeks
The Age of Exploration	8 hours/12 days/weeks 1-3
Contact and Exploration	8 hours/13 days/weeks 4-6
The Settlement of North America	9.5 hours/15 days/weeks 7-9

Teacher Notes:

After studying the various European Explorers, encourage students to create a short oral presentation written in the “first person” narrative as an assigned explorer. Their presentation will describe their route of exploration and the reasons why they traveled.

OR

Allow students to create book snaps to digitally create documentation and notes on their explorers.

Teacher Resources:

Books

Textbook: Our Nation- McGraw Hill

Teacher created Google slideshow

Internet Resources

The following video links will direct the teacher to useful information and teaching points to make on the following important explorers: *Christopher Columbus, John Cabot, Ponce de Leon, Hernando Cortes, Jacques Cartier, Francisco Vasquez de Coronado, Henry Hudson, and Robert de La Salle*

- <https://youtu.be/KuryXLnHsEY>
- <https://www.youtube.com/watch?v=RmRFcXrWKCY>
- <https://www.youtube.com/watch?v=MWrY7thtIAY>
- <https://www.youtube.com/watch?v=sTELadiuxB4>
- <https://www.youtube.com/watch?v=eJsn8leUEB8>
- https://www.youtube.com/watch?v=zGAWnyH_BYQ
- <https://www.youtube.com/watch?v=i3kWJfkqT0g>
- <https://tune.pk/video/2710646/horrible-histories-pizarro-hd-1080p>

Suggested Speaking and Listening:

- Class debates
- Whole group discussion
- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

21st Century Life and Careers Standards

Career Ready Practices:

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

Curriculum Development Resources:

- Internet Resources
- Textbook
- Discussion Maps
- Graphic Organizers/Planners
- Digital Notes
- NJSLS: <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Unit III Overview

Content Area: Social Studies

Era: The 13 Colonies

Target Course/Grade Level: Grade 5

Unit Summary: Students will explore similarities and differences between English and early American cultures. In addition, students will gain an understanding of how differences in cultures can lead to conflicts. **21st century themes:** Global Awareness, (Holocaust and Amistad Project), Financial, Economic, Business and Entrepreneurial Literacy

Unit Rationale: Understanding how different cultures can merge together to form new cultures is essential in understanding the United States. The need for religious freedom and freedom of worship is a key element in the development of the original colonies. The United States emergence in the world is a direct result of conflicting cultures and policies and the acceptance of all ethnicities and religions. This understanding will help students understand and respect cultural diversity in the present day.

Learning Targets

Standards:

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- Content Statements:**
- The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.
 - The original colonists settled in North America looking for freedom of worship.
 - Additional colonies were formed to continue this objective.
 - The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
 - Cultures struggle to maintain traditions in a changing society.
 - Prejudice and discrimination can be obstacles to understanding and accepting other cultures.
 - Historical symbols and the ideas they represent play an important role in understanding and evaluating our history.
 - The cultures with which an individual or group identifies with change and evolve in response to interactions with other groups and in response to needs or concerns.
 - People view and interpret events differently based on their own needs and perspectives, which is dependent on the times that they live in
 - The development of indentured servants and slavery was dependent on colonists’ economic needs.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b	Explain how and why early government structures developed and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b	Compare and contrast how the search for natural resources resulted in conflict and cooperation among the European colonists and Native American groups in the New World.
6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.

6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.3.8.D.1	Engage in simulated democratic processes (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
RI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLS) Reading Informational Text
WI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLS) Informational Writing

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important that we learn that America was built on freedom of worship? • What evidence of different cultures do you see today in America? • How does cultural diversity lead to new ideas in a society? • How can cultural diversity lead to conflict? • How do economic and geographical conditions influence changes? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • By remembering why the early settlers came to American, we can ensure that our country continues to strive to be a place of religious freedom for all who live here. • By reflecting on early cultures in America, students will easily identify evidence of varying religions, foods, and belief systems. • New ideas often emerge from the blending of old ideas, resulting in a compromise. • When differences are not respected, and compromises are not sought, conflict is often the result. • People react to the direct needs that have in order to survive, thereby making decisions that benefit their own good.
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Evidence of Learning

<p>Summative Assessment: Students will research a colonial region and create a fictional family that could have lived during those times. Students will take part in a “Colonial Fair” in which they demonstrate the foods, jobs, religion, and culture of that time-period.</p> <p>Students will take part in debates in which they discuss the following topics:</p> <ul style="list-style-type: none"> • Colonial Region rights vs. Central Government laws, tariffs, and restrictions • Slavery vs. Indentured Servitude • Religious Freedom • Women’s Rights • Land ownership <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Evaluation Questions • Interpret line graphs regarding population of English colonies • Groups discussions: Debates on various topics that were of importance to the colonial regions • Using Google Sheets, students will develop a pie graph representing different cultures in early America.

- Students will develop a digital map in which they will color code the various countries and their settlements

Benchmark Assessments:

Mid-Unit quiz (Discussions, Analysis of line graphs)

See Social Studies Skills Table (Presentational Skills and Chronological Thinking): available at

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessments:

Per student individual education plan or intervention and referral services plan.

Lesson Plans and Pacing Guide

Lesson	Timeframe – 9 Weeks
Lesson 1 (Chapter 6) Colonization and Conflict	10 hours/15 days/weeks 1-3
Lesson 2 (Chapter 7) Life in the Colonies	10 hours/15 days/weeks 4-6
Lesson 3 (Chapter 8) European Rivalries in North America	10 hours/15 days/weeks 7-9

Teacher Notes: Teacher should take advantage of the length of times and allow students to fully immerse themselves in the learning. Colonial Fair Project will require advanced notice for parents, administrators, and classes to attend.

Debates can take place within the grade level, or across district and community with Skype technology.

Teacher Resources:

Books

Textbook – Our Nation

Internet Resources

Colonial America and Children’s Literature

<http://www.carolhurst.com/subjects/ushistory/colonial.html>

Facts about Colonial America

<https://www.landofthebrave.info>

Colonies and Conflict

<http://www.huntington.org/uploadedfiles/files/pdfs/lhthcooperationconflict.pdf>

The 13 Colonies

<https://www.history.com/topics/thirteen-colonies>

YouTube:

The 13 Colonies Flocabulary

<https://www.youtube.com/watch?v=Do4Ryapg3eU>

The 13 Colonies

<https://www.youtube.com/watch?v=rjbAOU-YPeE>

European Settlement in North America (Map)

<https://www.youtube.com/watch?v=rjbAOU-YPeE>

Settlement of North American (Early including Mexico)

<https://www.youtube.com/watch?v=0IKcS4DlaTw>

<p>Suggested Speaking and Listening:</p> <ul style="list-style-type: none"> ● Class debates ● Whole group discussion ● Pair-Share ● Small group discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions
<p>21st Century Life and Careers Standards</p> <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1: Act as a responsible and contributing citizen and employee. ● CRP2: Apply appropriate academic and technical skills. ● CRP3: Attend to personal health and financial well-being. ● CRP4: Communicate clearly and effectively and with reason. ● CRP5: Consider the environmental, social and economic impacts of decisions. ● CRP6: Demonstrate creativity and innovation. ● CRP7: Employ valid and reliable research strategies. ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management. ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity. ● CRP12: Work productively in teams while using global competence.
<p>Curriculum Development Resources:</p> <ul style="list-style-type: none"> • Internet Resources • Textbook • Discussion Maps • Graphic Organizers/Planners • Digital Notes • NJSLS: https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

Unit IV Overview	
Content Area:	Social Studies
Era:	Revolution and the New Nation
Target Course/Grade Level:	Grade 5
<p>Unit Rationale: The emergence of The United States as a country is a quintessential example of the blending of cultures and ideas to form something new. The amount of debate and compromise needed to form a new society, as well as the recognition that this society was a work in progress open to change and reform, is a prime example of cultural diversity and empathy for others.</p>	
<p>Unit Summary: Students will be exposed to the blending of ideas to create a new culture as a result of the American revolution. Through the study of the Declaration of Independence and the Constitution, students will recognize what early American valued as a society.</p>	

Content Statements:

- Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
- The fundamental principles of the United States Constitution serve as the foundation of the United States government today

21st Century Themes: Global Awareness, (Holocaust and Amistad Project), Financial, Economic, Business and Entrepreneurial Literacy

Related Interdisciplinary content:**ELA:**

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. This unit could coincide with the journalism unit of study from the ELA Teachers College program of study.

Technology:

8.1.4.A.2 Students could use strategies to develop a newspaper using digital resources and Internet sources such as their Chromebooks, google classroom, docs, slides, draw, etc.

Learning Targets**Standards:**

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

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

CPI #	Cumulative Progress Indicator (CPI)
6.1.8.A.3.a-g	<ul style="list-style-type: none"> • Examine the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. • Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. • Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. • Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government. • Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties. • Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. • Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.B.3.a-c	<ul style="list-style-type: none"> • Assess how conflicts and alliances among European countries and Native American groups affected the expansion of the American colonies.

	<ul style="list-style-type: none"> Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies
6.1.8.D.3.b-g	<ul style="list-style-type: none"> Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States. Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution. Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
RI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLs) Reading Informational Text
WI- 5.1-5.10	Refer to the New Jersey Student Learning Standards (NJSLs) Informational Writing
Unit Essential Questions: <ul style="list-style-type: none"> How did the various cultures influence the way of life in the American colonies? How did the forming of a new nation impact Europe? How did America's new government influence government and societies in the rest of the world? 	Unit Enduring Understandings: <ul style="list-style-type: none"> America became a melting pot, accepting many different cultures and religions. European access to North America was lost and so was much of their power and wealth, allowing America to become a superpower. America's new government provided a model for existing and developing countries and caused a shift in many governments and societies, focusing more on individuals' rights.

Evidence of Learning

Summative Assessment

After studying this unit, students will draw some conclusions about the emergence of a new society and those individuals that were valued within that society. They will use a variety of research tools, including books, magazines, and other Internet sources to examine those individuals who were not valued in early American society (mainly women and African Americans).

Through this research they will write a diary of an imagined African American or woman, throughout the formative days of the new nation, offering his or her perspective on the events.

www.americanmemory.com (primary source documents) and *Paul Revere's Ride*.

OR

Students will imagine they are an investigative reporter. They have sailed from Britain to report what has happened in the colonies. Interview at least one loyalist and one patriot asking them if the 28 American colonies should declare independence. Students will create at least 3 more follow-up questions for their interview to learn more about each person's point of view. Student groups will author a colonial newspaper for production and distribution and will assume the roles of editor, publisher, reporter, advertising agent, etc.

Formative Assessments:

- Debate Patriots verses Loyalist positions.
- Create political cartoons
- Analyze a Venn Diagram and from that write to compare and contrast the strengths and weaknesses of the British and American armies.
- Student-created quizzes on Google Forms
- Evaluative Questions
- Political cartoon analysis
- Type and/or annotate a ‘constitution’ for the classroom, including a Bill or Rights. Use flipgrid or google doc.
- Debate each right in the Bill of Rights

Benchmark Assessments:

- Create a timeline of key events in the forming a new nation. *Google draw
- Create a digital map showing key battles.
- See Social Studies Skills Table (Chronological Thinking and Presentational Skills): available at <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Alternative Assessment:

Per student individual education plan or intervention and referral services plan.

Lesson Plans and Pacing Guide

Lesson	Timeframe – 9 Weeks
Lesson 1 Breaking Ties with Great Britain	6.5 hours/10 days/weeks 1-3
Lesson 2 American Revolution	6.5 hours/10 days/weeks 4-6
Lesson 3 The Constitution of the United States	6.5 hours/10 days/weeks 7-9

Teacher Notes:

Creative Idea to begin this unit:

Have the students’ think of playing dominoes. Explain when they are knocked down, it represents a cause and effect relationship. Explain to students the events leading up to the start of the Revolutionary War are much like the cause and effect relationship shown through the dominoes.

Use the metaphor of a parent and child to describe the tense relationship that developed between the colonies and Britain after the French and Indian War. This war causes many subsequent events that eventually led up to the Revolutionary War.

Research and discuss the following events and relate them to the metaphor of the parent and child:

- The Proclamation of 1763
- Taxes: The Quartering Act
- The Navigation Acts
- The Stamp Act
- The Sugar Act
- The Townshend Acts
- The Tea Act
- The Boston Massacre

- The Boston Tea Party
- The Intolerable Acts
- 1st Continental Congress
- Battles of Lexington and Concord
- The Shot Heard 'Round the World
- Patriotic Messengers
- 2nd Continental Congress
- Battles of Bunker Hill
- Declaration of Independence

OR

Discuss with the class the game of tug-of-war. How do you play? Discuss the rules with the class. Are there any strategies to win the game? Would it be fair to have unequal teams? How might the game of tug-of-war be similar to the struggles between the Continental Army and the British Army?

Compare and contrast the Continental Army and the British Army.

Students must research the following and relate it to the game of tug-of-war:

- Who fought for each side?
- What challenges did each side face?
- What war strategies were used?
- What was the motivation to fight?
- Who won the war?

Suggested Learning Events

- Active Debate

Take Your Hat Off when the Flag Goes By by Jan Slepian is a selection of songs that express the key ideas presented in this Unit. It includes a short narrative between songs, and the music is catchy and easy for students to sing.

Teacher Resources:

Google classroom, docs, slides, draw, flipgrid, etc

Also, use the following links to help provide instruction to the students on the following topic areas in this unit:

Lesson 1

Breaking Ties with Great Britain

<https://youtu.be/3EiSymRrKI4>

https://www.youtube.com/channel/UC5pJi9mLIy38m2e_u3sboKQ

<https://www.history.com/topics/american-revolution/american-revolution-history/videos>

<https://youtu.be/LKJMWHCUoiw>

Lesson 2: American Revolution

<http://mrnussbaum.com/independence-hall/>

<https://youtu.be/vrSeCYSnj5Y>

<https://kidskonnnect.com/history/american-revolution/>

<https://youtu.be/tfnrdWYmZus>

Lesson 3: The Constitution of the United States:

<https://www.history.com/topics/constitution/videos>

<https://youtu.be/30OyU4O80i4>

https://youtu.be/uihNc_tdGbk

Suggested Speaking and Listening:

- Class debates
- Whole group discussion
- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions

21st Century Life and Careers Standards

Career Ready Practices:

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

Content Area Unit Name	Social Studies
Interdisciplinary Connections	Mathematics, Technology, and English Arts, Science
Core Instructional Materials including digital tools	Textbooks, Classroom Resources, Digital Tools
21st Century Themes and Skills	<p>For information related to the 12 Career Ready Practices follow the links below:</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <p>Personal Financial Literacy 9.1 http://www.state.nj.us/education/cccs/2014/career/91.pdf</p> <p>Career Awareness, Exploration, and Preparation 9.2 http://www.state.nj.us/education/cccs/2014/career/92.pdf</p> <p>Career and Technical Education 9.3 http://www.state.nj.us/education/cccs/2014/career/93.pdf</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>K-2: Navigate provided URL'S, Use basic word processing to create and illustrate a simple story, Work collaboratively with peers on project, Use digital tools to explore an issue and design solution for a problem, Identify how technology improves life, Use digital tools to design an approach to solving problems.</p> <p>3-5: Peers collaborate to produce text about current events; Understand the consequences for inappropriate use of technology and social media, Apply engineering designs to data collection and solutions, Understand how technology evolves based on need and cultural influences.</p> <p>6-8: Select appropriate technology and applications to create publication on global topic, Use technology and social media responsibly, Employ a wide range of digital resources to collect data and form solutions, Identify the forces that come into play for further development of technology; apply engineering design process to real world problems.</p> <p>9-12: Create and edit multi-page document for public presentation.</p>

Considerations for classified students:

Classroom Instruction:

- All instruction for classified students will be guided by the students' Individualized Education Plan (IEP).
- Regular education teachers will be responsible for differentiating instruction for classified students based on the instructional modifications listed in the IEP.
- In the case of General Education - Supported Instruction (GE-SI) Classes, the special education teacher will be responsible for support in modifying the curriculum for the students, informing the class room teacher of the modifications, and directing instructional aide(s) to provide support accordingly.
- Grading will be done collaboratively by the regular and special education teachers.

Modifications:

- Modifications include but are not limited to:
Extra time for assignments, modified classwork/homework assignments based on disability, preferential seating, study guides, copies of class notes, assistive technology and rewording/repeating or clarifying directions.

In-class Assessments:

- All assessments are to be in line with students' IEPs. In-class support teachers should modify tests for classified students. Tests may be given in the regular education classroom or completed with the inclusion teacher in another location with additional time. Students may be tested separately according to the IEP.
- Assessment grades may be modified based on a student's disability and in accordance with their IEP.

Considerations for English Language Learners (ELLs):

Classroom Instruction:

- Instruction for ESL students will be guided by their WIDA English Language Proficiency level. Teachers should receive this level from the ESL teacher assigned to the building.
- General education teachers will be responsible for differentiating instruction for ELLs with the assistance of the ESL teacher that promotes language, literacy and content learning.
- Sheltered Instruction Observation Protocol (SIOP)

<http://siop.pearson.com/about-siop/>

The following 8 components provide all teachers with lesson planning and instructional strategies that support language and learning goals for all students. This approach to teaching aligns with preparing students with college and career ready skills.

The SIOP Model components:

1. [Lesson Preparation](#)
2. Building Background
3. [Comprehensible Input](#)
4. [Strategies](#)
5. [Interaction](#)

6. [Practice and Application](#)
 7. [Lesson Delivery](#)
 8. [Review and Assessment](#)
- In the case of Content-Based ESL (CBE), the ESL teacher and the general education teacher will be responsible for identifying language objectives and additional instructional strategies that improve proficiency in English and academic success of ELLs. Instructional strategies and the necessary scaffolds to promote student learning will be shared with the general education teacher for daily lessons that are aligned to District Curricula, CCSS, and WIDA Standards. The general Education teacher and ESL teacher will be co-teachers for a pre-determined amount of classroom instruction.
 - Grading will be done collaboratively by the regular and ESL teachers.

Modifications: The following are possible modifications but are not limited to this list –

- Direct instruction, small group or pullout, about the contrasting letter sound correspondences, syllabication patterns and morphology in English supported with connections to their native language, native language text and/or resources, graphic organizers, visuals, sentence starters/ sentence frames, cloze activities, modeling, working with a partner, timeline and phrase wall and adapted text (in English) or specific sections of the original text, highlighted/bold-faced words within text.
- Draw pictures instead of writing/speaking.
- Match drawings with new vocabulary that might correspond.
- Work in small group or pairs with their English Only (EOs) peers for authentic content language talk and grade level modeling.
- Write simple sentences instead of complex sentences that demonstrates an understanding of academic language particular to specific content.
- Match simple sentences with new vocabulary that might apply to edit sentences.
- Have students provide examples/explanations of main idea in simple sentences. Revisions show an attempt to improve Language Control by embedding academic content vocabulary and Linguistic Complexity by expanding and varying sentence structures and using correct punctuation.
- Draw pictures instead of writing/speaking about seasonal changes. Match drawings with new vocabulary (adjective word wall, content word walls) that might correspond.
- Provide multiple opportunities for authentic speech acts to practice language skills and develop English fluency.
- Total Physical Response (TPR) to model critical thinking skills like analyze and synthesize.
- Study Guides

In Class Assessments:

- All formative and summative assessments will include modifications that support student's English Proficiency level. ESL teachers will collaborate with regular education teachers to provide appropriate differentiation for assessing ELLs.

Considerations for At Risk Students:

- At Risk students are identified by the I&RS committee in each school. The committee works to understand the reasons behind the student's low performance level in school and to create and implement a plan that is carried out by a variety of staff members in the building.
- Teachers with At Risk students are notified by the I&RS committee and provided with a copy of the plan and a timeframe for assessing the growth of the student. There are academic as well as behavioral goals that are listed for the students with recommended strategies unique to each individual.
- Classroom teachers are to follow the plan using instructional strategies that will help the student improve his/her performance while applying appropriate behavioral strategies consistent with the needs of the student.
- Teachers will report student progress to the I&RS committee within the specified timeframe for the plan.

Classroom instruction:

- Teachers will use differentiated instruction for At Risk students as they do for all students in their class. The strategies would be guided by the I&RS plan and be consistent with the student's ability and learning modality.

Modifications:

- Clarify all assignments and place specific timeframes for completion. Provide student with opportunity for one on one time for clarification.
- Set clear expectations for all assignments, in and outside of class. Keep expectations within the framework of the I&RS plan.
- Use positive reinforcement for all successes. Hold student to defined consequences for not completing work.
- Provide time outside the normal class time for completion of work. Not completing assignments is unacceptable, all assignments will be completed.

In Class Assessments:

- At Risk students should receive any modifications listed in their I&RS plan.
- If necessary, students should be provided with extended time to complete assessments.

Considerations for Gifted Students:

- Teachers will use differentiated instruction for Gifted Students as they do for all students in their class.
- Assignments and assessments can be planned and implemented with input from the student.
- Gifted students will be provided with the opportunity to demonstrate their knowledge through a variety of platforms.
- Teachers will have the latitude to provide assignments with the individual student's ability in mind.