Beach Haven School District

Social Studies Curriculum
Grade 5

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

Revised on:	June 22, 2022
Revised by:	Katie Micek, Deborah Harkness, Sara Holleran
Revision Date:	Summer 2025

Recommended Pacing Guide	
Exploration and Colonization	80 days
American Revolution	60 days
U.S. Constitution	40 days

Unit 1: Exploration and Colonization	Duration: 80 Days

Suggested Accommodations

English Language Learners:
- Provide clear and specific directions
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Frequently check for understanding
- Have student repeat directions to check for understanding

Special Education/Students with Disabilities:
- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:

- Differentiated assignments/projects/assessments
- Curriculum compacting
- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Provide opportunities for group work with other students on their ability level
- Allow opportunities for problem-based learning
- Allow a time for debriefing after a lesson

Students at Risk of Failure:
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Pair with adult mentor or buddy
- Ensure child has access to all appropriate academic resources both in school and at home
- Allow students to complete assignments in school
- Provide cooperative learning activities

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Be flexible with assignments
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea

Culturally Diverse:
- Establish a positive connection with parents
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Tap into students backgrounds to enhance learning
- Choose culturally relevant materials that reflect students' heritage and the contributions of various ethnic groups

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies Practices	
Developing Questions and	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Planning Inquiry	
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards
● Grades 3-5 ● 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies. ● 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
- 6.1.5.GeoGI.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.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 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.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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.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.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.

Interdisciplinary Connections

(5th grade ELA standards)
Reading
- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Speaking and Listening
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Career Readiness, Life Literacies, and Key Skills

- 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).

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Content notebooks: note taking and shared reading work ● Teacher observations during small group and whole class discussions ● Exit/Entrance questions ● Turn and talk, stop and jot, thumbs up, individual whiteboard responses, act it out ● Questioning and conferring	**Alternative Assessments:** ● Critical Thinking Questions ● Colonial Trimester Project--collaborative grade 5 project
Summative Assessments: ● Presentation of Project- Google Slides ● Map Skills: Creating a Map ● Quiz: geographical features on a map ● Colonial artifacts--descriptive writing	**Benchmark Assessments:** ● Quizzes ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story

	● KWL Charts ● Open-ended question responses with drawings

Knowledge & Skills

Enduring Understandings:	**Essential Questions:**
● European exploration expanded global economic and cultural exchange into the Western Hemisphere. ● Many changes occurred in Europe that led to the Great Age of Exploration in the late 1400's and 1500's. ● Europeans led expeditions throughout North America in search of wealth and lands to claim. ● Colonies were initially established to provide a refuge for religious freedom or economic opportunity. The differences in motivation behind settlement influenced how the colony developed. ● The strength of belief in the mission combined with the ability to effectively coexist with Native Americans, the local geography, and disease affected the likely success or failure of the early settlements. ● Social structure of colonial America varied by region, gender, race, and class. ● Colonization created both opportunity and misfortune for people depending on race, class, religion, and gender.	● What factors contributed to the development of civilizations in the Americas? ● What effects did the Age of the Renaissance have on early exploration? ● Why did the Europeans begin to look for a sea route to Asia? ● Why did the Europeans explore the Americas, and what did they find? ● Why did different groups of Europeans set up colonies in North America? ● How did religious beliefs affect the life and government in the New England colonies? ● How did the geography, desire to work, and relations with the Native Americans affect early settlements, such as Roanoke, Jamestown, and Plymouth? ● How did the various governments throughout the colonial regions help set the stage for a democratic government? ● What role did religion, gender, race, and class play in the social structure of colonial America? ● How did settlements in the colonies create both opportunity and misfortune? ● What was the impact of slavery and indentured servitude in colonial life? ● Which major European powers would win the race to colonize America? ● How did the colonists' struggle for independence forge a new national identity?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:	**Varied Levels of Text:**

- Prezi
- Pic Collage
- 30 Hands
- Blabberize
- Google presentation
- Studies Weekly Aids
- http://exchange.smarttech.com/details.html?id=09515f47-d0d5-4f18-a440-dc1ef2f341f9
- http://www.cnn.com/studentnews/
- Horrible Histories Pilgrims: https://www.youtube.com/watch?v=XLAgnamnYk0
- Horrible Histories Colonization (Jamestown): https://www.youtube.com/watch?v=4p-bWA1FOq
- WILLIAM BRADFORD:
- MAYFLOWER COMPACT:
- TrueFlix
- Edulastic
- Edpuzzle
- biographies:
- historical fiction:
- http://theteamtogetherness.blogspot.com/
- http://tworeflectiveteachers.blogspot.com/
- http://tworeflectiveteachers.blogspot.com/2013/05/historical-fiction-book-club-unit-part-1.html
- http://tworeflectiveteachers.blogspot.com/2013/03/social-issues-book-club-unit.html
- PRIMARY/SECONDARY SOURCES
- CY ARK--3D LEARNING SITES
- http://cyark.org/about/
- US HISTORY SUMMARIES FOR CLOSE READING
- US HISTORY--EARLY YEARS MENU
- eWORD GAME
- PRIMARY SOURCES
- Smithsonian Tween Tribune
- *Into Social Studies: The United States Beginnings through the Colonies* by Houghton Mifflin Harcourt

- Colonial Times: 45 Short Nonfiction articles for American History (Toolkit Texts)
- True Flix
- Book Flix
- Freedom Flix
- Short stories--Highlights~~Stories of Long Ago
- Explorers of the New World--Walter A. Hazen
- Yolanda's Genius
- A Girl Named Disaster
- Danitra Brown Leaves Town
- The Middle Passage: White Ships/ Black Cargo - by Tom Feelings (Author), John Henrik Clarke (Introduction)
- Amistad Literature Resources
- Holocaust Literature Resources

	○ America 1492 ○ Exploring the Americas ○ Early Settlements ○ 13 Colonies ○ Declaration of Independence ● www.smithsonian.org	

Unit 2: American Revolution	Duration: 60 days

Suggested Accommodations

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- Open ended/abstract questions to activate higher level thinking
- Higher level texts
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Economically Disadvantaged:
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Social Studies Practices	
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Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards
● Grades 3-5

- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.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.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

Interdisciplinary Connections

(5th grade ELA standards)
Reading
- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Speaking and Listening
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing
- **W.5.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.4-** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- **W.5.7-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.9-** Draw evidence from literary or informational texts (e.g., -- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).
- **W.5.10 -** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.4.5.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).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental,	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize

social and economic impacts of decisions.	new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
Formative Tasks: ● Content notebooks: note taking and shared reading work ● Teacher observations during small group and whole class discussions ● Exit/Entrance questions ● Turn and talk, stop and jot, thumbs up, individual whiteboard responses, act it out ● Questioning and conferring ● Critical Thinking Questions	**Alternative Assessments:** ● Types of writing: Descriptive, Biographical sketch, Explanatory, Opinion, Narrative, Poems ● Debate: Self-Government vs. British Rule ● Presentation of Revolutionary War skits ● Role Playing with the American Revolution
Summative Assessments: ● Research project on Revolutionary figures or events ● Quiz: Events leading to the American Revolution ● Quiz: Declaration of Independence and American Revolution	**Benchmark Assessments:** ● Compare/Contrast chart: Strengths and Weakness of colonists and British

Knowledge & Skills	
Enduring Understandings: ● The results of the French and Indian War created a strained relationship between the British government and the colonies. ● Growth in the colonies and the start of self-rule coupled with British neglect created a shared experience that fostered a new identity. ● British colonial policies limited the economic and political liberties as well as freedom of movement of the colonists; however, at the same time, Britain provided military	**Essential Questions:** ● What effect did the French and Indian War have on the British government? ● Why did relations between the colonists and Britain change after the French and Indian War? ● Why did the colonists begin to develop an "American" identity? ● Why did some people want to support independence by breaking away from Britain while others favored staying under British rule?

- protection and economic and political stability for the colonists.
- Support or opposition to the American Revolution was influenced by where you lived and your position in society.
- The Declaration of Independence not only established the rationale for why people need government, but also attempted to persuade people to join the American Revolution by identifying complaints against the king.
- Although the British were a stronger force and expected to win the war, pivotal battles of the American Revolution led the Patriots to an improbable victory.
- The defensive strategy under the leadership of Washington and support of the French led to the American victory.

- How did sequences of events (taxes, Boston Massacre, Boston Tea Party) lead the colonists to solidify their desire for self-government and independence from Britain?
- How did one's position in colonial society (gender, race, political, economical, and social standing) influence people's decision to support or oppose the American Revolution?
- In what ways did Thomas Jefferson's Declaration of Independence explain the need for self-government and persuade the colonists to join the American Revolution?
- How is the Declaration of Independence still relevant in our society today?
- What strengths and weaknesses were held by both the British forces and the Patriots?
- How was the war fought?
- How did the tactics and strategies shift as the war dragged on?
- How were some of the battles pivotal in leading the Patriots to victory?
- Why was Washington's leadership and support of the French critical to the American victory?
- How did women affect and adapt to the Revolutionary War?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- http://www.cnn.com/studentnews/
- REVOLUTIONARY WAR:
- Boston Massacre: America The Story of Us
- Boston Tea Party:
- Lexington and Concord:
- True Flix
- Edulastic--free to subscribe https://www.edulastic.com/
- Edpuzzle--free to subscribe https://edpuzzle.com/
- Studies Weekly Resources

Varied Levels of Text:
- True Flix
- Book Flix
- Freedom Flix
- Smithsonian Tween Tribune
- Time For Kids magazine
- *Midnight Rider* by Joan-Hiatt-Harlow
- *Let it Begin Here! (Lexington and Concord: First Battles of the American Revolution)* by Dennis Brindell Fradin
- *John, Paul, George, and Ben* by Lane Smith
- *George vs. George* by Rosalyn Schanzer

Historical Fiction:
- http://theteamtogetherness.blogspot.com/
- http://tworeflectiveteachers.blogspot.com/

Book Club Ideas:
- http://tworeflectiveteachers.blogspot.com/2013/05/historical-fiction-book-club-unit-part- 1.html

- http://tworeflectiveteachers.blogspot.com/2013/03/social-issues-book-club-unit.html
- *Into Social Studies: Revolution through the Civil War* by Houghton Mifflin Harcourt
  - American Revolution
  - Revolutionary Women
  - George Washington
- www.smithsonian.org
- www.crashcoursekids.com

- *The Signers (The 56 Stories Behind the Declaration of Independence)* by Dennis Brindell Fradin
- Studies Weekly
- Smithsonian Tween Tribune
- Honor to the Hills
- *George Washington Socks* by Elvira Woodruff
- The Watsons Go to Birmingham - 1963
- Freedom's Sons : The True Story of the Amistad Mutiny by Suzanne Jurmain
- https://education.mjhnyc.org/
- Amistad Literature Resources
- Holocaust Literature Resources

Unit 3: US Constitution	Duration: 40 Days

Suggested Accommodations

English Language Learners:
- Provide clear and specific directions
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words
- Provide written directions with models and diagrams when possible
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Frequently check for understanding
- Have student repeat directions to check for understanding

Special Education/Students with Disabilities:
- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

504 Plans:
- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

Gifted and Talented:
- Differentiated assignments/projects/assessments
- Curriculum compacting
- Open ended/abstract questions to activate higher level thinking
- Higher level texts
- Provide opportunities for group work with other students on their ability level

- Allow opportunities for problem-based learning
- Allow a time for debriefing after a lesson

Students at Risk of Failure:
- Help to provide basic needs while the child is in school (food, clothing, etc)
- Pair with adult mentor or buddy
- Ensure child has access to all appropriate academic resources both in school and at home
- Allow students to complete assignments in school
- Provide cooperative learning activities

Economically Disadvantaged:
- Provide clear, achievable expectations, do not lower academic requirements for them.
- Be flexible with assignments
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Use real-world examples and create mental models for abstract idea

Culturally Diverse:
- Establish a positive connection with parents
- Provide real world connections and emphasize the value of education
- Communicate high expectations for the success of all students
- Tap into students backgrounds to enhance learning
- Choose culturally relevant materials that reflect students' heritage and the contributions of various ethnic groups

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Social Studies Practices	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability

Evaluating Sources	of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

New Jersey Student Learning Standards
● Grades 3-5 ● 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
- 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.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 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.

Interdisciplinary Connections

(5th grade ELA standards)

Reading
- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Speaking and Listening
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards 8&9

Computer Science and Design Thinking

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Career Readiness, Life Literacies, and Key Skills

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.4.5.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).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the

contributing community member and employee.	impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience.

	They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
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Evidence of Student Learning

Formative Tasks:	Alternative Assessments:
- Content notebooks: note taking and shared reading work - Teacher observations during small group and whole class discussions - Exit/Entrance questions - Turn and talk, stop and jot, thumbs up, individual whiteboard responses, act it out - Questioning and conferring - Writing: Opinion essay on current public issue	- Debate: Compromises to the Constitution - Presentation of Preamble skits - Artistic Representation: 1st 10 Amendments (Bill of Rights)
Summative Assessments:	Benchmark Assessments:
- Critical Thinking Questions - Research: current public issue in an upcoming election - Presentation: researched public issue -- present opposing sides	Compare/Contrast chart: Similarities and Differences of the Framers

Knowledge & Skills

Enduring Understandings:
- The Articles of Confederation's failure to provide for protection of natural rights and to effectively run a nation led to the writing of the US Constitution.
- Even though the convention delegates were similar in class and education background, their diversity in geographic location influenced how the Constitution was written.
- The Framers of the Constitution made compromises over issues of slavery and representation in order to gain support for the document. Geography created competing interests with regard to the issue of slavery.
- Compromises were made at the Constitutional Convention regarding the following competing issues: Strong National Government vs. Strong State Governments; Representation by population vs. Equal representation; Protect slavery vs. Abolish slavery.
- The Constitution assigned power to the government to protect individuals' rights to life, liberty, and happiness, yet placed limits on the government so it could not threaten those rights.
- Because they wanted to create a more powerful and efficient government but feared it would become too powerful, the Framers divided the federal government into three governing bodies with equal power.
- Debate over ratification centered on the power of the new central government and the lack of individual rights.
- The Bill of Rights was established to protect individual rights from the government.
- The Bill of Rights prevents Congress from taking away basic freedoms as well as protects the rights of the accused.
- The Constitution endures still today and is called a living document because it allows for change and gives power directly to the people.

Essential Questions:
- What were the weaknesses of the Articles of Confederation?
- Why was there a need to develop a new government?
- What was the setting for writing the Constitution (i.e. when? location? secretive? attendance?)
- What similarities did the Framers share?
- What were the differences between the Framers and why did these differences create arguments/issues when writing the Constitution?
- What major debates came up at the Constitutional Convention and how did geography factor into these debates?
- What issues required compromise, how were these compromises enacted, and what were the results of these discussions/debates?
- Why did the Framers write the Constitution so that the government has the power to protect individuals' rights but place limits on the government so it could not threaten those rights?
- What type of government did the Framers create in the Constitution, and why did they choose this form of government?
- Why was there a debate on whether or not to ratify the Constitution?
- Why did the Framers add a Bill of Rights to the US Constitution?
- What does the Bill of Rights protect?
- Why is the US Constitution called a "Living Document?
- Why has the Constitution prevailed over 200 years?
- How does American government work?
- Why did it take so long for American women to win suffrage?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:
- http://www.cnn.com/studentnews/
- Basic Principles of the Constitution: https://www.youtube.com/watch?v=bgh1jDv9b5w
- Schoolhouse Rock: Constitution: https://www.youtube.com/watch?v=FzAJyK0ovo8
- **Bill of Rights Rap:** **https://www.youtube.com/watch**?v=tlt6R1KD4E0
- Studies Weekly Resources

Social Studies Projects:
- Edulastic--free to subscribe https://www.edulastic.com/
- Edpuzzle--free to subscribe https://edpuzzle.com/

Historical Fiction:
- http://theteamtogetherness.blogspot.com/
- http://tworeflectiveteachers.blogspot.com/

Book Club Ideas:
- http://tworeflectiveteachers.blogspot.com/2013/05/historical-fiction-book-club-unit-part-1.html
- http://tworeflectiveteachers.blogspot.com/2013/03/social-issues-book-club-unit.html

Primary/Secondary Sources:
- http://cyark.org/about/
- http://cyark.org/education/
- Branches of Government
- *Into Social Studies: Revolution through the Civil War* by Houghton Mifflin Harcourt
  - The Constitution
  - American Government
  - The New Nation
  - Suffragists

Varied Levels of Text:
- True Flix
- Book Flix
- Freedom Flix
- Smithsonian Tween Tribune
- Kids Discover: The Presidency
- Kids Discover: How America Works
- Kids Discover: The Constitution
- Kids Discover: Suffragists
- *We the Kids: The Preamble to the Constitution of the United States* by David Catrow
- *Shh! We're Writing the Constitution* by Jean Fritz
- Studies Weekly Smithsonian Tween Tribune
- Amistad: The Story of a Slave Ship
- Forty Acres and Maybe a Mule
- All Different Now: Juneteenth, the First Day of Freedom by Angela Johnson (Author), E.B. Lewis (Illustrator)
- https://education.mjhnyc.org/
- Amistad Literature Resources
- Holocaust Literature Resources