



Grade 5

Social Studies Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Social Studies, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District Social Studies Curriculum Grade 5 Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

The Oradell Public School believes that an education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;

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- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

(Taken from NJDOE NJSL Social Studies Vision)

The goal of our Social Studies curriculum is to spark inquiry in our students and foster a classroom culture where students consistently notice, wonder, and ask questions to further their understanding and take ownership of their learning.

Oradell Social Studies Curriculum Grade 5

New Jersey Student Learning Standards for Social Studies PACING	
Unit	Schedule
Exploration	September-November
Colonization	December-February
Conflict	March-April
Revolution and Independence	May-June

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, and Asian American and Pacific Islander Legislation related activities.

New Jersey Student Learning Standards for Social Studies
UNIT 1 - Exploration

Disciplinary Concept	Core Idea	Performance Expectations
Geography, People, and the Environment: Human Population Patterns	Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
Geography, People, and the Environment: Human Environment Interaction	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
Geography, People, and the Environment: Global Interconnections	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
Geography, People, and the Environment: Global Interconnections	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
Economics, Innovation, and Technology: Exchange and Markets	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
Economics, Innovation, and Technology: Exchange and Markets	The exchange of goods and services can have negative and positive effects.	6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role.
Economics, Innovation, and Technology: Global Economy	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.
Economics, Innovation, and Technology: Global	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations

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Economy		on European exploration.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
History, Culture, and Perspectives: Understanding Perspectives	Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
History, Culture, and Perspectives: Understanding Perspectives	Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
History, Culture, and Perspectives: Historical Sourcing and Evidence	There are a variety of sources that help us understand the past.	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.

UNIT 1 - Exploration

Essential Questions

- Why does the location of natural resources lead to exploration, and how does that exploration result in conflict?
- How do innovations in science and technology impact exploration?
- Why is trade so essential to the economic development of a country?
- How do interactions among different groups impact the cultures of each group?
- How does trade impact the ecology, agriculture, and culture in various parts of the world?
- How does the acquisition of land and wealth impact the level of power a country has?

Student Learning Objectives

Students will be able to:

- Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- Use historical maps to explain what led to the exploration of new water and land routes.
- Explain why individuals and businesses specialize and trade.
- Explain why individuals and societies trade, how trade functions, and the role.
- Use economic data to explain how trade leads to increasing economic interdependence among nations.
- Evaluate the economic impact of science and technology innovations on European exploration.
- Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 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.

Modifications

English Language

Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask

Learners	pointed questions. Peer models. English language support for parents of non-English speaking students. Ex: Teacher-created dictionary with classroom pictures and labels in English and student's first language. Graphic organizers. Additionally scaffolded directions. Ex: Project is broken into multiple steps with checkboxes. Use of iPad for translation between English and the student's first language. Materials presented at lower TC levels. Ex: Below grade level readers provided for students on topic or person. Audio books. Translated copy of notes and fill-in-the-blank notes with word key. Typed list of explorers and routes on visual organizer.
Special Education	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Hands-on materials (examining artifacts from the Age of Exploration). Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook extensions (Text-to-speech Chrome extension). Graphic organizers (New World explorers). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities).
At-Risk	Response to intervention - targeted skill/goal (pull group to the back of the room to complete graphic organizer on explorers). Consultation with academic support teachers to address skills. Behavior chart to motivate students and increase focus. Study guides for upcoming tests/quizzes. Preferential seating. Chromebook extensions. Hands on materials. Artifacts from the Age of Exploration manipulatives. Frequent parent communication to ensure goals are met.
Gifted and Talented	Challenge questions: higher level thinking about information within the text (making connections, predictions without prompting). Recall routines and procedures without prompting and move from talking to writing. Leveled readers. Supplemental videos. Additional research-based or creative projects, such as connecting current events (i.e. exploration, how nations gain power) to the Age of Exploration. Less structured notes. Additional primary and secondary sources.
504	Extended time for assignments/projects, Instructional Aides redirecting as necessary, behavior system in place (either whole group or individual). Preferential seating, repeated reminders and directions, and visual clues or pictures. For example, showing students a map of the world and discussing routes explorers took when exploring. Using highlighters to trace the route of exploration that explorers took around the world on a map. Asking pointed questions to check for understanding. Frequent breaks

	when reading aloud from the textbook. Textbook pages projected on the SMARTboard. Chromebook extensions (text-to-speech). Use of FM system to improve attention and support auditory information. Study guides for upcoming tests/quizzes.
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Evidence of Learning - Assessment

Formative:

- Class discussions
- Classwork and homework assignments
- Exit tickets
- Quizzes

Summative:

- Unit Assessment

Alternative:

- Skit
- Exploration log
- Reward/Wanted posters on European explorers
- Mind Map/Concept Map

Core Instructional Materials

- *Social Studies Alive!* textbook <https://www.teachtci.com/>
- *New World Explorers* - Splash Publications
- *Spanish Explorers* - Splash Publications
- Newsela Social Studies
- Junior Scholastic Magazine
- Khan Academy

Digital Resources

- TCI website - <https://www.teachtci.com/>
- [PBS Learning Media- US History Collection](#)

- BrainPop - <http://brainpop.com>
- Newsela - <https://newsela.com/>
- [Columbian Exchange](#)
- [The Effects of the Columbian Exchange](#)
- Mr. Nussbaum: Famous Explorers - <http://mrnussbaum.com/explorers/famous-explorers/> (need account with login)
- Super Teacher Worksheets - <http://superteacherworksheets.com>
- [OPS 5th Grade Resources - Unit 1](#)
 - Inquiry Project- Become an Explorer: The Age of Exploration
 - European Explorers Project

Suggested Learning Activities Directly Connected to Student Learning Objectives:

Students will be able to:

- Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict by:
 - Completing the Who/Where/Why Map Project- students create a color coded map of the Spanish, French, Dutch, and British colonies and reasons for colonization. Students will discover that each country gained certain natural resources based on the location of their colonies. They will also discover why there was tension between the powerful European countries.
 - Tracing various explorers' routes to the New World on a map.
- Analyze the effects of catastrophic environmental and technological events on human settlements and migration by:
 - Discussing how if there had not been the migration of Asians across the frozen Bering Strait that there would have been no "natives" living in colonial times. [The Bering Land Bridge and the First Americans](#) (video)
- Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions by:
 - Reading diaries of colonial settlers who had to travel in these times. Students will understand how difficult it was by putting themselves into the shoes of the traveling colonists.
 - Reading diaries of kings or those who worked closely with the kings who ruled the colonies. Their stories may lead students to be able to evaluate the impact of how each region was governed.
 - Reading excerpts from Christopher Columbus' diary.
 - Completing a webquest on [The Diary of a Colonist](#)
- Use historical maps to explain what led to the exploration of new water and land routes by:
 - Studying the explorers from each country (and their routes of exploration) who settled in the New World and analyze

why they decided to navigate this country the way they did. Read this Newsela article: [Atlantic Crossings During the Age of Exploration](#)

- Locating Spanish, French, Dutch, and English regions on a map of North America.
- Creating a Keynote or Powerpoint presentation about an explorer and their reason for exploration.
- Creating a t-chart of the explorers, the countries they sailed for, and the results of each journey.
- Explain why individuals and businesses specialize and trade by:
 - Analyzing the different regions of the colonies. Discussing and investigating the different materials that each region offers and their ability to be successful based on the resources available to them.
 - Ensuring the students understand why colonists settled near water, not only to be able to use it for themselves and households but also to travel and trade goods.
- Explain why individuals and societies trade, how trade functions, and the role by:
 - Analyzing how trade is about expanding economic opportunity for all.
- Use economic data to explain how trade leads to increasing economic interdependence among nations by:
 - Engaging in a discussion to understand that introducing specialized goods enhances production efficiency and therefore, most countries only focus on their specialties, providing a narrow range of goods and services. This creates economic interdependence among nations. There would be no need to get goods from another county since you are specializing already in that product.
 - Engaging in the [National Geographic activity](#) to learn more about global interdependence.
- Evaluate the economic impact of science and technology innovations on European exploration by:
 - Examine artifacts from the Age of Exploration (diary excerpts, photographs of artifacts found in shipwrecks: compasses, gold coins, sextants)
 - Without the above artifacts, the explorers may not have been able to meet their goal of reaching different lands and conquering them for their King and Queen.
- Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures by:
 - Engaging students in a discussion around the various ways to explore land, sea, and space, including representation from multiple racial and ethnic backgrounds. ([See Amistad Lesson Plan](#))
- Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas by:
 - Investigating the Religious Wars in Europe during this time.
 - Reading and discussing the Newsela article, [When – and Why – Did People First Start Using Money?](#) to help students understand the connection between wealth and power.
- Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture by:

- Examining the triangular trade routes that became important to trade in this time.
- Compare and contrast historians' interpretations of important historical ideas, resources and events by:
 - Having students think about the different perspectives as they are learning about various events involving the Patriots and Loyalists.
 - Newsela article, [Primary Sources: Two views on the prospect of American independence](#)
- 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 by:
 - Compare and contrast reasons for colonization by Europeans using a Venn Diagram.

Interdisciplinary Connections

English Language Arts

- **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.
- **RI.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.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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 perspectives of a topic.

Math

- **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).

(Creating a Map Activity)

- **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. *(Reading and Graphing Using a Map Activity)*
- **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. *(Reading and Graphing Using a Map Activity)*

Science

- **5-ESS1-1** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. *(Navigational Tools)*
- **5-ESS1-2** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. *(Navigational Tools)*

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.EG.3** Explain the impact of the economic system on one's personal financial goals.
- **9.1.5.EG.4** Describe how an individual's financial decisions affect society and contribute to the overall economy.
- **9.1.5.FP.3** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.FP.4:** Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- **9.2.5.CAP.3** Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- **9.2.5.CAP.4** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **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.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.6** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Using zones of regulation chart to monitor your emotions
 - Take a break with deep breathing to focus yourself

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Incentives for individual students and small groups

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

The Amistad Commission’s Literacy Component

- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.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.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

[Lesson Plan](#)

New Jersey Student Learning Standards for Social Studies UNIT 2 - Colonization		
Disciplinary Concept	Core Idea	Performance Expectations

Civics, Government, and Human Rights: Participation and Deliberation	Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
Civics, Government, and Human Rights: Democratic Principles	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
Civics, Government, and Human Rights: Democratic Principles	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
Geography, People, and the Environment: Human Population Patterns	The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.	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.
Geography, People, and the Environment: Spatial Views of the World	Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.	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.
Geography, People, and the Environment: Global Interconnections	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
Geography, People, and the Environment: Global Interconnections	Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Economics, Innovation, and Technology: Exchange and Markets	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
Economics, Innovation, and Technology: Global Economy	Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.	6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
History, Culture, and Perspectives: Continuity and Change Interactions of people and events throughout history have shaped the world we experience today.	History, Culture, and Perspectives: Continuity and Change Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	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.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.

History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
History, Culture, and Perspectives: Understanding Perspectives	Events may be viewed differently based on one's perspective.	6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
History, Culture, and Perspectives: Historical Sourcing and Evidence	Historians use evidence from multiple sources to support their claims and arguments about the past.	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.

UNIT 2 - Colonization

Essential Questions

- How do fundamental rights, such as religious freedom, impact the function of democratic societies?

- How are the views and beliefs of citizens represented in a participatory government?
- How do race, gender, and status affect a person's social, economic, and political opportunities?
- How has slavery had a lasting impact on issues of race and discrimination?
- What is the system of mercantilism and why is it so essential to expanding the economies of nations around the world?

Student Learning Objectives

Students will be able to:

- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- Describe the role of religious freedom and participatory government in various North American colonies.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 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.
- Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- Examine the qualities of entrepreneurs in a capitalistic society.
- Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
- 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.
- Determine the roles of religious freedom and participatory government in various North American colonies.
- Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- Compare the practice of slavery and indentured servitude in Colonial labor systems.
- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

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

Evidence of Learning - Assessment

Formative:

- Class discussions
- Classwork and homework assignments
- Exit tickets
- Quizzes

Summative:

- Unit Assessment

Alternative:

- Farewell Letter
- Real Estate/Billboard Project
- Plays on early English settlements
- 13 Colonies Brochure
- Colonial Diary entries
- Mind Map/Concept Map

Core Instructional Materials

- *Social Studies Alive!* textbook <https://www.teachtci.com/>
- *Slavery in the Americas* - Splash Publications
- *Amistad: The Story of a Slave Ship* by Patricia C. McKissack
- Newsela Social Studies
- Junior Scholastic Magazine
- Khan Academy

Digital Resources

- TCI website - <https://www.teachtci.com/>
- [PBS Learning Media- US History Collection](#)
- BrainPop - <http://brainpop.com>

- Newsela - <https://newsela.com/>
- Scholastic.com
- Super Teacher Worksheets - <http://superteacherworksheets.com>
- Mr. Nussbaum: 13 Colonies - <http://mrnussbaum.com/13-colonies/> (need account with login)
- Land of the Brave: 13 Colonies - <https://www.landofthebrave.info/13-colonies.htm>
- Readworks - www.readworks.org
- [OPS 5th Grade Resources - Unit 2](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them by:
 - **Examining the ethical behaviors of leaders and the documents created that promoted fairness.**
- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights) by:
 - Examining how different groups were treated in Colonial times. Women, men, mothers, fathers, children...How did some get better opportunities than others? Then, go into the different nationalities and see the differences of how they were treated and make a Venn diagram to compare/contrast.
- Describe the role of religious freedom and participatory government in various North American colonies by:
 - Analyzing reasons that European settlers came to The New World. Help the students to comprehend that they had to believe the same religion as the ruler of their country. If they did not, they were often persecuted and made to feel as if they were not welcome.
- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed by:
 - Comparing the variety of reasons for Europeans to come to The New World. What did they come for?
 - Reading and responding in this slideshow on the Early English Colonies: [Jamestown, Roanoke, Plymouth Passages w/ questions](#)
- 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 and use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies by:
 - Ensuring that students begin to understand how the Natives and Europeans began to see how their mutual trades back and forth actually benefits everyone. The Native Americans are gaining weapons and items they did not have prior to the Europeans arriving. In addition, the Europeans benefit from the Native Americans trading their crops and

- local goods with them.
 - Reading this Newsela article about [The Geography of the 13 Colonies](#)
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas by:
 - Comparing and contrasting the topography, climate, economy, and religion of the three regions using charts, posters, or technology presentations.
 - Creating a travel brochure where students research life in a specific colony and create a travel brochure enticing others to settle there.
- Explain the system of mercantilism and its impact on the economies of the colonies and European countries and examine the qualities of entrepreneurs in a capitalistic society by:
 - Reading the Newsela article [Triangular trade: Exchanging goods and people between colonies, Europe, Africa](#)
 - Students will comprehend that there was a specific trade route that was created due to demand in the colonies.
- Describe the role and relationship among households, businesses, laborers, and governments within the economic system by:
 - Creating a visual model or flow chart that shows the how citizens, goods, business services, government services, laborers, entrepreneurs, money, resources are connected in the economy of the time (mercantilism)
- Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community and compare and contrast how the availability of resources affects people across the world differently by:
 - Analyzing the Silk and spices trade that occurred at this time.
 - Reading this Newsela article: [Trade Goods, and Ideas, Travel the Silk Roads Between Asia and Europe](#)
- Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives by:
 - Viewing and discussing Newsela videos: [America's Early Economy was Based on Cotton and Slavery](#) and [The Power of Song in a Strange Land](#)
 - At the completion of Unit 2, students will reflect on their learning of slavery by completing a graphic organizer (Then and Now) to gain an understanding of the impact of slavery in the past and present.
- 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 by:
 - Reading about African, European, and Native American groups in the colonies
 - Newsela: [Native American Cultures in the Northeast](#), [Native American Cultures in the Southeast](#),
 - Readworks: [Building the English Colonies](#)
 - Video: [Colonial Governments](#)
 - Listing what is known about the belief systems and family structures of African, European, and Native American

groups and explaining how each identified belief system/family structure can be connected to colonial government structures

- Determine the roles of religious freedom and participatory government in various North American colonies by:
 - Ensuring the students understand the British colonists most certainly came to The New World for the idea of religious freedom.
 - www.readworks.org
 - Colonization and Revolutionary War: Roanoke the Lost Colony
 - Time Travel to Jamestown
 - Plymouth Colony and the Local Wampanoag People
 - First Thanksgiving Meal
 - Life in the Colonies
 - Label the thirteen colonies on a map.
- Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions by:
 - Engaging in discussions. Students will read and comprehend why colonists developed a system of government even before getting off the Mayflower by reading Newsela article: [Making laws for the New World: the Mayflower Compact](#)
 - Analyzing how early American governments are similar to the U.S. government today.
- Compare the practice of slavery and indentured servitude in Colonial labor systems by:
 - Examining the difference between the freedoms and liberties that an indentured servant had versus a slave. Create a Venn Diagram to compare.
 - Reading this Newsela article about [The Rise of Slavery in the Americas](#) (a good comparison between slaves and indentured servants.)
 - Then, examining advertisements and apprentice contracts from Colonial Williamsburg.
- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups and use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures by:
 - Studying real-world connections between slavery and segregation, as well as discrimination today.
 - Examining diaries of slaves and analyzing what the primary sources reveal about the lives of those enslaved.
- 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 by:
 - Completing My Colonial Diary” project: Students will create journal entries detailing their lives as an English colonist living in a region of their choice. (Entries should include information about jobs, religion,

surroundings, and other pertinent details).

Interdisciplinary Connections

English Language Arts

- **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.
- **RI.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.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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 perspectives of a topic.

Math

- **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (*European Maps to the Americas*)
- **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm. (*Using Scale on a Map to Calculate Distances*)
- **5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (*Explain Population Growth due to the Slave Trade*)
- **5.G.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. (*The Triangular Trade*)

Science

- **5-LS1-1.** Support an argument that plants get the materials they need for growth chiefly from air and water. (*Examining suitability of soil for crop growth in Jamestown and Plymouth*)
- **5-ESS2-2** Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (*Examining how access to fresh water and the placement of the settlement near salt water impacted the success of Jamestown*)

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

Practices

- **CLKSP1** Act as a responsible and contributing community member and employee.
- **CLKSP3** Consider the environmental, social, and economic impacts of decisions.
- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Using zones of regulation chart to monitor your emotions
 - Take a break with deep breathing to focus yourself

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Exploring the perspectives of those enslaved in colonial America and connecting this to how people continue to be mistreated based on race
 - Exploring how the actions of the British colonists impacted those around them (i.e. people of different religions, women, African Americans, Native Americans)

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Incentives for individual students and small groups

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

The Amistad Commission’s Literacy Component

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

Suggested Activities:

- Compare and contrast the life of Sengbe (Cinque) to the slaves we learned about in our textbook, TCI *Social Studies Alive!*

Suggested Read Alouds:

- *Amistad: The Story of a Slave Ship* by Patricia C. McKissack

New Jersey Commission on Holocaust Education

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

[Lesson Plan](#)

Asian American and Pacific Islander Component

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

Archive.advancingjustice-la.org- Lesson Plan - [Japanese American Incarceration During World War II](#)

Video - [Japanese-American-Incarceration-and-the-US-Constitution.mp4](#)

Book: *Baseball Saved Us* - Ken Mochizuki

Book: *The Bracelet* by Yoshiko Uchida

After reading and viewing multiple sources, students will use a graphic organizer (Venn Diagram or Top Hat) to capture their ideas around fundamental rights of individuals and groups in order to engage in a discussion where they compare and contrast responses of various groups in the past and present. This activity will connect with the Holocaust lesson above.

**New Jersey Student Learning Standards for Social Studies
UNIT 3 - Conflict**

Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civics and Political Institutions	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
Civics, Government, and Human Rights: Participation and Deliberation	Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials).	6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
Civics, Government, and Human Rights: Participation and Deliberation	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered	6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
Civics, Government, and Human Rights: Democratic Principles	Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	6.1.5.Civics.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
Civics, Government, and Human Rights: Civic Mindedness	Certain dispositions help individuals contribute to the health of American democracy.	6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
Geography, People, and the Environment: Human Population Patterns	Regions form and change as a result of unique physical characteristics, conditions, economies, and cultures.	6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

Economics, Innovation, and Technology: Exchange and Markets	The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.	6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
Economics, Innovation, and Technology: National Economy	A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress.	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.
6.3 Active Citizenship in the 21st Century by the End of Grade 5	Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
Geography, People, and the Environment: Human Environment Interaction	Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.	6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
Geography, People, and the Environment: Global Interconnections	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.	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.
History, Culture, and Perspectives: Understanding Perspectives	Historical records are shaped by the society that the creator lived in.	6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

UNIT 3 - Conflict

Essential Questions

- How can groups with different perspectives collaborate to solve problems?
- How can community members collaborate to examine global issues, such as climate change, and propose possible solutions?
- How do the outcomes of war impact a country's influence in the world?
- How do various groups respond to injustices in society and government?
- To what extent are basic rights denied to various groups of people in certain parts of the world?
- How are the basic rights included in the Declaration of Independence still relevant today?

Student Learning Objectives

Students will be able to:

- Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- Describe how supply and demand influence price and output of products.
- Explain how the availability of private and public goods and services is influenced by the government and the global economy.
- Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

- Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- Compare and contrast historians' interpretations of important historical ideas, resources and events.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● English Language Learners: Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask pointed questions. Peer models. English language supports for parents of non-English speaking students. Ex: Teacher created dictionary with classroom pictures and labels in English and student's first language. Graphic organizers for use with text. Additionally scaffolded directions. Ex: Project is broken into multiple steps with checkboxes. Use of iPad for translation between English and the student's first language. Materials presented at lower reading levels. Ex: Below grade level readers provided for students on topic or person. Audio books. Cause/Effect Flowchart of the Causes of the American Revolution. Picture vocabulary for each cause. Translated copy of notes and fill-in-the-blank notes with word key.
Special Needs	<ul style="list-style-type: none"> ● Special Education Students: Extended time for assignments, prompting, re-assurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Hands-on materials. Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook carts and extensions (Google Classroom activities: The Boston Massacre, Paul Revere's Ride). Text-to-speech Chrome extension. Graphic organizers and maps (Acts Passed by Parliament, mapping Paul Revere's ride). Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities).
504	<ul style="list-style-type: none"> ● Students with 504 Plans: Extended time for assignments, prompting, re-assurance, wait time to allow students to formulate ideas and questions. Preferential seating, repeated directions, behavior chart to increase focus and work completion, and asking pointed

	<p>questions. Instructional Aides in the classroom setting to redirect as necessary. Frequent breaks during whole group read aloud from the textbook. Textbook pages projected on the SMARTboard. Visual representations of the steps leading up to the American Revolution (students make posters and summarize each step. For example, illustrating the Boston Tea Party). Step by step directions, use of FM system to improve attention. Fill in notes for each section. Chromebook extensions (How would I feel if I lived during this time? Is it ever okay for the military to have complete control over the people.). Study guides for upcoming tests/quizzes. Frequent parent communication to ensure goals are met.</p>
At-Risk	<ul style="list-style-type: none"> • Students at Risk of School Failure: Response to intervention- targeted skill/goal improvement plan (pull a small group to the back to work on graphic organizer of steps to American Revolution). Create a timeline using LucidChart so students understand the steps leading up to the American Revolution. Behavior chart to motivate students and increase focus. Fill in notes for each section. Projects (steps to American Revolution project using feet cutouts). Chromebook extensions. Step by step directions, visual clues, scaffolding. Study guides for upcoming tests/quizzes. Frequent parent communication to ensure goals are met. Communication with basic skills teacher and child study team (I&RS process).
Gifted and Talented	<ul style="list-style-type: none"> • Gifted and Talented Students: Challenge questions: higher level thinking about information within the text (making connections, predictions without prompting), Recall routines and procedures without prompting and move from talking to writing. Leveled readers. Supplemental videos. Create alternative endings to stories. Create and illustrate a new book cover. Record themselves retelling a story. Additional projects. Less structured notes. Additional primary and secondary sources.

Evidence of Learning - Assessment

Formative:

- Class discussions
- Classwork and homework assignments
- Exit tickets
- Quizzes

Summative:

- Unit Test

Alternative:

- Song Project
- Create Your Own Stamp Project
- Create Your Own Political Cartoon
- Skit
- Mind Map/Concept Map

Core Instructional Materials

- *Social Studies Alive!* textbook <https://www.teachtc.com/>
- Newsela Social Studies
- Junior Scholastic Magazine
- Khan Academy

Digital Resources

- Newsela - <https://newsela.com/>
- [PBS Learning Media- US History Collection](#)
- [Archived Documents for the Declaration of Independence, Constitution, Bill of Rights](#)
- [The First Continental Congress](#)
- [Continental Congress](#)
- [Brainpop](#)
- [Readwork.org](#)
- Scholastic.com
- [OPS 5th Grade Resources - Unit 3](#)
- Super Teacher Worksheets <http://superteacherworksheets.com>
- Mr. Bowen - Causes of the American Revolution <http://bowenpeters.weebly.com/chapter-7-causes-of-the-revolution.html>
- Mr. Nussbaum - Causes of the American Revolution <http://mrnussbaum.com/arce/> (Need account with login)
- *If You Lived at the Time of the American Revolution* by Kay Moore
- *And Then What Happened, Paul Revere?* by Jean Frit
- *Let It Begin Here!: Lexington and Concord* by Dennis Brindell Fradin

- *Will You Sign Here, John Hancock?* by Jean Fritz
- Nystrom Atlas

Supplemental Resources

- [STEAM Integration: Unit 7- Hunger Games](#)
- EPA - [United States Environmental Protection Agency](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws by:
 - Engaging in a discussion about various types of governments (i.e. democracy, monarchy, communism)
 - Viewing video: [What are Types of Government?](#)
 - Discussing how the US government is a democracy and how it differs from the other types.
 - Reading the Newsela article, [Comparing Canada's Government with the United States](#) and discussing the similarities and differences of the governments of Canada and the United States.
- Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials) by:
 - Viewing Scholastic video, [Malala's Fight for Education](#)
 - Engaging in a discussion about how Malala made an impact on education for girls in her country and the world.
 - Identify ways individuals can make an impact on local state, or national public policymaking today.
 - Newsela article, [Local Government](#) (Students will learn about how the citizens of Texas have impacted their local community)
 - View TCI video, "How Students Make a Difference" and brainstorm ways to make change in local area or wider.
 - View Scholastic News video, [How Kids Change the World](#) about a seven year old who was part of the Civil Rights Movement.
- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges by:
 - Researching the Loyalist and Patriot views of taxation from the King to learn both sides. Students will see that a monarchy has a winner and loser. Students will engage in a conversation of how the outcome might have been different if the government was more of a democracy.
 - Students will choose a historical event, analyze the different perspectives, consider whose view was prioritized and why. Students will then reflect on the event and consider the impact of collaborating on

solutions, considering multiple perspectives and how the outcomes may have been different.

- Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good) by:
 - Reading and analyzing the Scholastic News article, [King's Dream Lives On](#), Students will share how Martin Luther King Jr.'s movement impacted our country's laws and how it continues to inspire change.
- Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives by:
 - Revisiting Open Circle Unit 5: Problem Solving.
 - Generating a list of characteristics needed to collaborate and identifying when the characteristics are observed in collaborative/problem solving settings in the classroom (both teacher and students).
- Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict by:
 - Engaging students in a discussion around the Khan Academy article, [Conflict Over Natural Resources](#). (Teacher will use this article as a resource as a guide for discussion)
- Describe how supply and demand influence price and output of products by:
 - Viewing BrainPop video: Supply and Demand and engaging in a conversation the connection between how the amount of goods available and the public interest for those goods impacts pricing for those items.
- Explain how the availability of private and public goods and services is influenced by the government and the global economy by:
 - Ensuring students understand the definitions:
 - Teacher Resource: [Khan Academy definition of Public Good](#)
 - Public goods- Goods that people can't be excluded from. (Public library: Everyone has the right to obtain a library card. Fire and police services are public goods.)
 - Private goods- Goods that individuals choose to have access to and can limit others. (Ex. purchase of airline ticket. Only one person can use that ticket.)
 - Engaging in discussion around how taxes pay for public goods.
 - Referring back to supply and demand to understand how the global economy impacts the availability and amount of various resources.
- Develop an action plan that addresses issues related to climate change and share with school and/or community members, Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions and Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions by:
 - Engaging in the STEAM project, Hunger Games where students will have discussions around the essential

question: How can we conserve resources so that we are able to continue to grow crops for the expanding populations without harming the environment?

- Students will work with partners or small groups through the use of Google Meet to identify how the increase in population has contributed to climate change and its impact on the local landscape. Students will brainstorm ways to conserve resources and have a positive impact on the environment.
- Students will review their findings and ideas and generate an action plan to share with the local government officials through a persuasive letter, skit, or video.
- Compare and contrast historians' interpretations of important historical ideas, resources and events by:
 - Completing one or more of the following:
 - “Letter to the Editor” project: Students will write two Letters to the Editor as colonial Bostonians, one as a Loyalist and one as a Patriot, explaining their side’s position and why they take those positions. Students will reflect on how the two sides view the same situation differently and why.
 - Discuss the concept of “point of view” (or bias) in regards to the Boston Massacre using the Revere engraving and other engravings of the event.
 - Debate about whether the colonies should remain with England or fight for independence. Provide reasons and evidence to support opinions and argue against the opposing side.

Interdisciplinary Connections

English/Language Arts

- **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.
- **RI.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.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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 perspectives of a topic.

Math

- **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm. (*Using Scale on a Map to Calculate Distances*)

Science

- **5-PS2-1** Cause and effect relationships are routinely identified and used to explain change. (*Causes and Effects of Events Leading to the American Revolution*)
- **5-LS1-1** Support an argument with evidence, data, or a model. (*To Declare Independence, or Not?*)
- **5-ESS3-1** Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues. (*How did humans interact differently with Earth’s resources and environments? How did colonists work together to fight against changes with England? How did the climates in each colony affect the success of the establishment of the colony?*)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.EG.1** Explain and give examples of what is meant by the term “tax.”
- **9.1.5.EG.2** Describe how tax monies are spent.
- **9.1.5.FP.3** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.4.5.CI.1** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- **9.4.5.CI.2** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- **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.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.CT.4** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- **9.4.5.DC.2** Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- **9.4.5.DC.8** Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.4** Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

- **9.4.5.IML.5** Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- **9.4.5.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
- CLKSP9 Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Write a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up/Thumbs Down, Emojis, etc.)
 - Imagine that you are an American colonist and reflect on how you would feel about the acts and taxes created by the British Parliament
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Examining the causes and effects of the Boston Massacre, identifying how the emotions and behaviors of the colonists and British soldiers influenced why this event occurred
 - Examining how colonists responded to the acts and taxes of the British Parliament in different ways (boycotting, harassing tax collectors, etc.)
 - Using Zones of Regulation chart to monitor emotions
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Exploring eyewitness accounts of the Boston Massacre to consider the perspectives of others

- Examining different perspectives of American colonists and their beliefs about King George III and the British Parliament
 - Explain how groups like the Sons of Liberty or individuals like Thomas Paine advocated for the rights of the colonists and influenced others' feelings about Great Britain
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Participating in Reader's Theater through plays based on the Boston Massacre and Boston Tea Party
 - Sharing projects created about the Stamp Act
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Following class rules and routines
 - Following to directions to complete tasks
 - Using technology responsibly and appropriately

NJSLS Computer Science Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Asian American and Pacific Islander Component

- **6.1.5.CivicsPD.3** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

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

Suggested Read-Alouds

- *Apple Pie 4th of July* by Janet Wong
- *A Different Pond* by Bao Phi
- *Name Jar* by Yangsook Choi
- *The Proudest Blue* by Ibtihaj Muhammad and S.K. Ali
- *Baseball Saved Us* by Ken Mochizuk
- *Maya Lin* by Jeanne Walker Harvey

Learning Activities

- Research a country in Asia and create a presentation that provides information about the country’s culture
- Research an influential Asian American/Pacific Islander and analyze their contributions and create a presentation, video, etc.

New Jersey Student Learning Standards for Social Studies UNIT 4 - Revolution and Independence		
Disciplinary Concept	Core Idea	Performance Expectations
Civics, Government, and Human Rights: Civics and Political Institutions	Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
Civics, Government, and Human Rights: Human and Civil Rights	It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

Civics, Government, and Human Rights: Human and Civil Rights	It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	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.
History, Culture, and Perspectives: Continuity and Change	Chronological sequencing helps us track events over time	6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	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.
History, Culture, and Perspectives: Continuity and Change	Interactions of people and events throughout history have shaped the world we experience today.	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).
Civics, Government, and Human Rights: Participation and Deliberation	Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	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.
Era 3. Revolution & the New Nation (1754-1820s)	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
Era 3. Revolution & the New Nation (1754-1820s)	Examining historical sources may answer questions but may also lead to more questions.	6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inference about how prominent individuals and other

		nations contributed to the causes, execution, and outcomes of the American Revolution
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UNIT 4 - Revolution and Independence

Essential Questions

- How can the discontent of a nation's citizens lead to revolution or the overthrow of the government?
- Why do countries form alliances to safeguard freedoms and security by political and military means?
- How are treaties used to end wars or conflicts between nations, and how can terms of a treaty affect the nations who sign it?
- How do different groups of people contribute to the outcome of a war?
- How do wars impact the economies of nations both involved and not directly involved in the conflict?

Student Learning Objectives

Students will be able to:

- Describe how the United States Constitution defines and limits the power of government.
- Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 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.
- Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- Use a variety of sources to illustrate how the American identity has evolved over time.
- Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 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).
- 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.

- Analyze a variety of sources to make evidence-based inference about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Modifications	
English Language Learners	Preview content vocabulary, visual clues (pictures), repeated directions, check for understanding, ask pointed questions. Peer models. English language support for parents of non-English speaking students. Ex: Teacher-created dictionary with classroom pictures and labels in English and student's first language. Graphic organizers. Additionally scaffolded directions. Ex: Project is broken into multiple steps with checkboxes. Use of iPad for translation between English and the student's first language. Materials presented at lower TC levels. Ex: Below grade level readers provided for students on topic or person. Audio books. Translated copy of notes and fill-in-the-blank notes with word key. List of Important Events and Summaries. List of Important People and Roles.
Special Education	Extended time for assignments, prompting, reassurance and time to formulate ideas, visual clues (pictures with vocabulary terms), preferential seating, repeated directions, step-by-step directions, check for understanding, ask pointed questions. Instructional aides in the classroom setting. Preview content vocabulary. Hands-on materials (examining artifacts from the Revolutionary Period). Use of FM system to improve attention and support auditory information. Behavior chart to increase focus and work completion. Sensory breaks. Chromebook extensions (Text-to-speech Chrome extension). Graphic organizers. Social Studies Alive online textbook features (vocabulary flashcards, text-to-speech, review activities).
At-Risk	Response to intervention - targeted skill/goal (pull group to the back of the room to complete graphic organizers, such as on important Revolutionary War battles and outcomes). Consultation with academic support teachers to address skills. Behavior chart to motivate students and increase focus. Study guides for upcoming tests/quizzes. Preferential seating. Frequent parent communication to ensure goals are met.
Gifted and Talented	Challenge questions: higher level thinking about information within the text (making connections, predictions without prompting), Recall routines and procedures without prompting and move from talking to writing. Leveled readers. Supplemental videos. Additional research-based or creative

	projects, such as tracing how the American Revolution inspired other countries to fight for independence or a new form of government (i.e. French Revolution, Haitian Revolution, Mexican Revolution, etc.). Less structured notes. Additional primary and secondary sources.
504	Extended time for assignments/projects, Instructional Aides redirecting as necessary, behavior system in place (either whole group or individual). Preferential seating, repeated reminders and directions, and visual clues or pictures. For example, showing students a map of the 13 colonies. Asking pointed questions to check for understanding. Frequent breaks when reading aloud from the textbook. Textbook pages projected on the SMARTboard. Chromebook extensions (text-to-speech). Use of FM system to improve attention and support auditory information. Study guides for upcoming tests/quizzes.
<p><u>Evidence of Learning - Assessment</u></p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> • Class discussions • Classwork and homework assignments • Exit tickets • Quizzes <p><i>Summative:</i></p> <ul style="list-style-type: none"> • Unit Assessment <p><i>Alternative:</i></p> <ul style="list-style-type: none"> • Board Game Project • Instagram/Iphone assignment on a person in the American Revolution • Climate Change Project • Mind Map/Concept Map 	
<p><u>Core Instructional Materials</u></p> <ul style="list-style-type: none"> • <i>Social Studies Alive!</i> textbook https://www.teachtci.com/ 	

- *American Revolution* - Splash Publications
- *Liberty's Kids* videos – (DVD Collection or Youtube)
- Newsela Social Studies
- Junior Scholastic Magazine
- Khan Academy

Digital Resources

- TCI website - <https://www.teachtci.com/>
- [PBS Learning Media- US History Collection](#)
- BrainPop - <http://brainpop.com>
- Newsela - <https://newsela.com/>
- Super Teacher Worksheets - <http://superteacherworksheets.com>
- Mission US: For Crown or Colony - <http://www.mission-us.org/>
- Land of the Brave: American Revolution War - <https://www.landofthebrave.info/american-history-of-revolutionary-battles.htm>
- Mr. Nussbaum: American Revolution - <http://mrnussbaum.com/american-revolution/>
- [OPS 5th Grade Resources - Unit 4](#)

Suggested Learning Activities Directly Connected to Student Learning Objectives

Students will be able to:

- Describe how the United States Constitution defines and limits the power of government by:
 - Viewing and discussing the Scholastic News video, [The U.S. Constitution](#)
- Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process) by:
 - Reading and discussing TCI Lessons 14 and 15 to gain an understanding of the Constitution and Bill of Rights
 - [PBS Learning Media: Constitution/Social Studies Shorts](#)- Understanding the Amendments and the rights they provide.
- 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 by:
 - Reading the articles listed below and discussing how leaders ensure the rights for all people.
 - Newsela article, [Primary Sources: Universal Declaration of Human Rights](#)
 - How does this connect to the US Constitution and the Bill of Rights?
- Use a variety of sources to illustrate how the American identity has evolved over time by:

- Engaging in discussions around American identity.
- Having students recall their study of immigrants in grade 3.
- Directing students back to their learning about
 - Teacher resources to gather information to help students understand how the American identity has evolved:
 - Newsela video, [How are we shaped by our culture?](#)
 - Newsela video, [The American Revolution](#)
 - Newsela video, [Colonial identity debate: English or American?](#)
 - Newsela article, [What makes a nation? Being able to speak the nation's language US History Themes: American Identity](#)
- Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time by:
 - Researching the impact of the individuals and completing the project: Heroes of the Revolution- students will choose an important American leader of the period and produce a resume, poster project, research report, technology presentation, or oral presentation on that person.
- 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) by:
 - Reading/viewing and discussing the suggested resources below to learn about the documents and their impact on past and present:
 - Newsela article, [Mayflower Compact made rules for colonists to follow in the New World](#)
 - PBS Learning Media video, [The Mayflower Compact/The Pilgrims](#)
 - PBS Learning Media video, [Declaration of Independence/Civics 101](#)
 - Newsela article, Primary Sources: [The Declaration of Independence](#)
 - Scholastic News video, [The U.S. Constitution](#)
 - [PBS Learning Media: Constitution/Social Studies Shorts](#)
 - How do these documents promote collaboration and the rights of all?
 - How can we apply the principles these documents represent in today's world?
- 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 by:
 - Researching an issue such as climate change and its impact on the earth to learn the perspectives and actions taken by individuals using the following sources:
 - Newsela Lesson on [Climate Change](#) (Text sets)
 - Scholastic News
 - Google Jr.

- PBS Learning Media,
 - [Human Impact on the Environment](#)
 - [Preserving the Pinelands: A Project-Based Conservation Lesson | New Jersey: Then and Now](#)
- Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role by:
 - Discussing the use of geospatial intelligence and its role in the American Revolution to put the American soldiers at an advantage.
 - National Geospatial-Intelligence Agency, [Mapping the Revolutionary War](#)
- Analyze a variety of sources to make evidence-based inference about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution by:
 - Engage in reading and discussion the following article through www.readworks.org
 - The American Revolutionary War
 - A Discouraging Start
 - Paul Revere's Ride
 - Shot Heard 'Round the World
 - Non-Colonists in the American Revolution
 - Research Foreign countries that supported the Patriot cause and their contributions to the war effort.

Interdisciplinary Connections

English Language Arts

- **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.
- **RI.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.
- **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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 perspectives of a topic.

Math

- **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm. (*Using Scale on a Map to Calculate and Compare Distances*)
- **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. (*Compare Battle Statistics*)
- **5.G.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (*Graphing Northern and Southern Battles and Important Events of the American Revolution*)

Science

- **3-5-ETS1-1** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (*Determining how the Continental Congress and Army could acquire materials and money to support the war effort, such as appealing to foreign powers for aid*)
- **3-5-ETS1-2** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (*Determining how the Continental Congress and Army could acquire materials and money to support the war effort, such as appealing to foreign powers for aid*)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FP.3** Analyze how spending choices and decision-making can result in positive or negative consequences.
- **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.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- **9.4.5.DC.2** Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- **9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- **9.4.5.IML.1** Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- **9.4.5.IML.4** Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

- **9.4.5.IML.5** Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- **9.4.5.TL.3** Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

- **CLKSP4** Demonstrate creativity and innovation.
- **CLKSP8** Use technology to enhance productivity, increase collaboration, and communicate effectively.
- **CLKSP9** Work productively in teams while using cultural/global competence.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Writing a journal entry to reflect on understanding of key concepts
 - Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.)
 - Reflecting on one’s learning (Oral, Thumbs Up, Thumbs Down, Pictures, etc.)
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Using zones of regulation chart to monitor your emotions
 - Think about what emotions you would encounter if you were fighting in the American Revolution for your freedom
 - Take a break with deep breathing to focus yourself
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students putting themselves in the shoes of a loyalist or patriot activity
 - Compare and contrast the loyalists vs patriots
 - Students helping each other

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Engaging in collaborative discussions
 - Incentives for individual students and small groups
 - Collaborate with groups to determine actions taken by military leaders to boost morale

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules and routines
 - Engaging in collaborative discussions
 - Following directions

NJSLS Computer Science Design Thinking

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.