

Washington Township Public Schools COURSE OF STUDY – CURRICULUM GUIDE

Course: Social Studies Fifth Grade

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Description: The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation and makes connections from the past, to the present, and into the future. It is our belief that social studies teaching and learning become powerful when they are meaningful, integrative, values-based, challenging, and active.

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BOE Approval: _____

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local 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.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

MAJOR UNITS OF STUDY

Course Title: Social Studies Fifth Grade

- I. Era Three Worlds Meet (Beginning to 1620)
- II. Era Colonization and Settlement (1585-1763)
- III. Era Revolution and the New Nation (1754-1820s)
- IV. Era Expansion and Reform (1801-1861)
- V. Era Civil War and Reconstruction (1850-1877)
- VI. Holocaust

Social Studies Fifth Grade Pacing Guide

<u>Weeks</u>	<u>Month</u>	<u>ERA</u>
3	September	Unit 1: Three Worlds Meet - Native Americans
2	October	Unit 1: Three Worlds Meet - Explorers
3	October November	Unit 2: Colonization and Settlement Early Settlements
	November	MP1- Benchmark Assessment 1
5	November December	Unit 2: Colonization and Settlement Colonization
6	January February	Unit 3: Revolution and the New Nation American Revolution
	February	MP2- Benchmark Assessment 2
3	February March	Unit 3: Revolution and the New Nation New Nation
6	March April	Unit 4: Expansion and Reform
	April	MP3- Benchmark Assessment 3
4	May	Unit 5: Civil War and Reconstruction
	May	MP4 -Benchmark Assessment 4
2	June	Holocaust- <i>Number the Stars</i>
	Integrated Throughout the Year	Cultures - Various Holidays

UNIT 1 OVERVIEW

Course Title: Fifth Grade Social Studies

Unit #: UNIT 1 OVERVIEW

Unit Title: Era Three Worlds Meet
(Beginning to 1620)

Unit Description and Objectives:

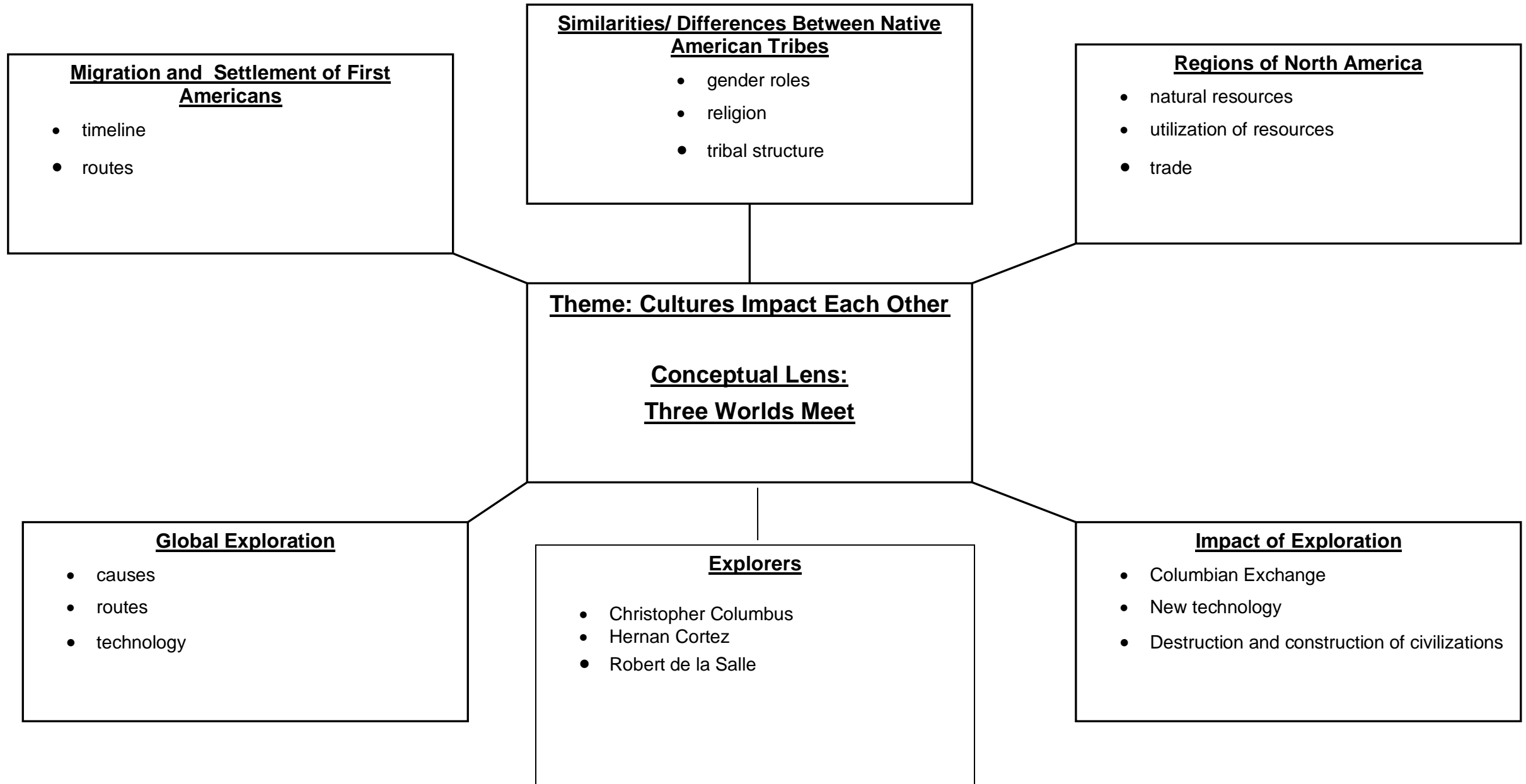
The unit **Three Worlds Meet** examines the positive and negative influences of European explorers, Native Americans and enslaved Africans upon each other. The unit focuses on the traditions and perspectives held by the native peoples, the European ideologies that explorers brought with them, the forced migration of people from Africa who were taken to America as slaves and the inevitable collision of cultures.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand <u>that</u> :	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none"> Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. 	<ul style="list-style-type: none"> What cultural and religious ideas were exchanged as a result of cross continental connection?
A2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	<ul style="list-style-type: none"> European exploration expanded global economic and cultural exchange into the Western Hemisphere. 	<ul style="list-style-type: none"> What forms of government combined and/ or were created as Europeans, Native Americans, and Africans came together?
B1. How do physical geography, human geography, and the human environment interact to influence or		<ul style="list-style-type: none"> How did Native American culture connect to their natural resources?

determine the development of cultures, societies, and nations?		
C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?		<ul style="list-style-type: none"> ▪ What technological advancements contributed to cross-continental exploration?
C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?		<ul style="list-style-type: none"> ▪ What political factors contributed to European exploration of new water routes?
D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?		<ul style="list-style-type: none"> ▪ How did the Columbian Exchange contribute to cultural changes?
D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		

UNIT 1 GRAPHIC ORGANIZER



CURRICULUM UNIT 1 PLAN

Course Title/Grade: Social Studies Fifth Grade
 Unit Number/Title: Era Three Worlds Meet (Beginning to 1620)
 Conceptual Lens: Three Worlds Meet
 Appropriate Time Allocation: 5 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RL5-1	RL5-3	RL5-6	RI5-1	RI5-2	RI5-3	RI5-5	RI5-6
RI5-7	RI5-8	RI5-10	RF5-4	W5-1	W5-2	W5-4	W5-7
W5-8	W5-9	SL5-1	SL5-2	SL5-4	L5-1	L5-2	L5-4

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Native Americans – 3 weeks European Exploration – 2 weeks	<p>Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.</p> <p>European exploration expanded global economic and cultural exchange into the Western Hemisphere.</p>	<p>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p> <p>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>Analyze the world in spatial terms (e.g., longitude, latitude), using historical maps to determine what led to the exploration of new water and land routes.</p> <p>Evaluate the impact of science, religion, and technology innovations on European exploration.</p>	<p>Identify the seven continents and the major bodies of water on a globe and a world map.</p> <p>Locate the Native American tribes of North America on a map and describe the distinctive characteristics of geographical regions.</p> <p>Complete a leveled graph organizer on American Indians.</p> <p>Compare and contrast gender roles, belief systems, cultural practices, and political systems of Native American groups.</p> <p>Compare and contrast Native Americans and traditions today using a T-Chart.</p>	<p>Resource Linked Activities:</p> <p>TimeLinks: Interactive Time Line (Harcourt School Publishers)</p> <p><i>Nystrom Our Country's History</i> Teacher's Guide for hands-on lessons, Three World Meet, p33-74</p> <p><i>Nystrom Atlas of Our Country's History</i>, p78-81</p> <p><i>Nystrom Atlas of Our Country's History</i>, p 8-9</p> <p>Teacher Created Materials Leveled Texts: <i>American Indian Tribes of the East</i> (Teacher Resource Guide p59-70) <i>American Indian Tribes of the Plains</i> (Teacher</p>	<p>Cicero: History Beyond the Text Book http://trycicero.com/</p> <p>Amistad Interactive Textbook http://www.njamistadcurriculum.org/</p> <p>Lesson Plans/Document Library http://teachingamericanhistory.org/</p> <p>Digital Collections http://www.loc.gov/index.html</p> <p>Teaching with Primary Sources http://www.archives.gov/education/lessons/</p> <p>The Gilder Lehrman Institute of American History http://www.gilderlehrman.org/collection/index.html</p>	6.1.8.A.1. a 6.1.8.B.1. a 6.1.8.B.1. b 6.1.8.C.1. a 6.1.8.C.1. b 6.1.8.D.1. a 6.1.8.D.1. b	<p>Formative Assessments: (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>)</p> <p>Quiz -American Indian Tribes of the East (Teacher Resource Guide: Early America, p67)</p> <p>Quiz -American Indian Tribes of the Plains (Teacher Resource Guide : Early America, p79)</p> <p>Quiz -American Indian Tribes of the West (Teacher Resource Guide : Early America, p89)</p> <p>Ongoing informal teacher assessment</p> <p>Summative Assessment(s)</p> <p>Benchmark Test Marking Period 1</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p>	<p>Use a map to trace early European and African trade routes.</p> <p>Brainstorm a list of factors that influenced exploration to the 1600s, including the impact of science, religion, and technological innovations on European exploration.</p> <p>Read about Columbus's journey and explain the impact of the Columbian Exchange on ecology, agriculture, and culture from varied perspectives.</p> <p>Read about early explores and create a timeline of significant events and places.</p> <p>List the positive and negative impacts of early exploration including exchanged goods and ideas, improved navigational tools and ships and new claimed territories.</p> <p>Locate New Spain on map and explain the encomienda system and how African enslavement</p>	<p><u>Resource Guide p71-80)</u></p> <p><i>American Indian Tribes of the West</i> (Teacher Resource Guide p81-90)</p> <p><i>Primary Source Readers: Early American Indian Tribes (RL5.6)</i> Primary Source Readers Teacher's Guide p48-57</p> <p>Resource Linked Activities:</p> <p><i>Nystrom Atlas of Our Country's History, 10-15</i></p> <p>Teacher Created Materials Leveled Texts: Early America <i>Exploring the New World (Teacher Resource Guide p37-48)</i></p> <p><i>Explorers</i> (Teacher Resource Guide p49-58)</p> <p><i>Primary Source Readers: Exploring the New World (RL5.7)</i> Primary Source Readers Teacher's Guide p24-33</p>		6.1.8.D.1. C	<p><u>Formative Assessments:</u></p> <p><u>Quiz - Exploring the New World (Teacher Resource Guide: Early America, p67)</u></p> <p><u>Quiz -Explorers (Teacher Resource Guide: Early America, p57)</u></p> <p>Ongoing informal teacher assessment</p> <p><u>Summative Assessment(s)</u></p> <p>Benchmark Test Marking Period 1</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
			<p>is established.</p> <p>Locate the water and land routes explored and settled by France, England, Spain, and Portugal .</p> <p>Discuss the cultural interactions, including areas of cooperation and areas of conflict, between the American Indians and Europeans.</p>	<p><i>Primary Source Readers: Christopher Columbus (RL4.3)</i></p> <p>Primary Source Readers Teacher’s Guide p34-43</p> <p><i>Nystrom Atlas of Our Country’s History, 16-17.</i></p> <p>Suggested Additional Resources/Activities:</p> <p>Kids Discover Magazine: America 1492</p> <p>Oxford University Press: Freedom, a History of US Book One: The First Americans</p> <p>Scott Foresman Social Studies Text <i>The United States</i> Unit 1 Early Life: East and West</p> <p>Kids Discover Magazine: Columbus</p> <p>Scott Foresman Social Studies Text <i>The United States</i> Unit 2 Connections Across</p>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
				Continents National Geographic Reading Expeditions: <i>Expeditions in the Americas</i>			

Unit 1 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words • Provide timeline to “bracket” major events in history

UNIT 2 OVERVIEW

Course Title: Grade 5 Social Studies

Unit #: 2

Unit Title: Era Colonization and Settlement
(1585-1763)

Unit Description and Objectives:

The unit Colonization and Settlement examines the early settlement of the North America with an emphasis on the English establishment of the 13 colonies along the eastern seaboard. Students compare and contrast the natural resources, economic development, and political, social and religious structures of the New England, Middle and Southern Colonies.

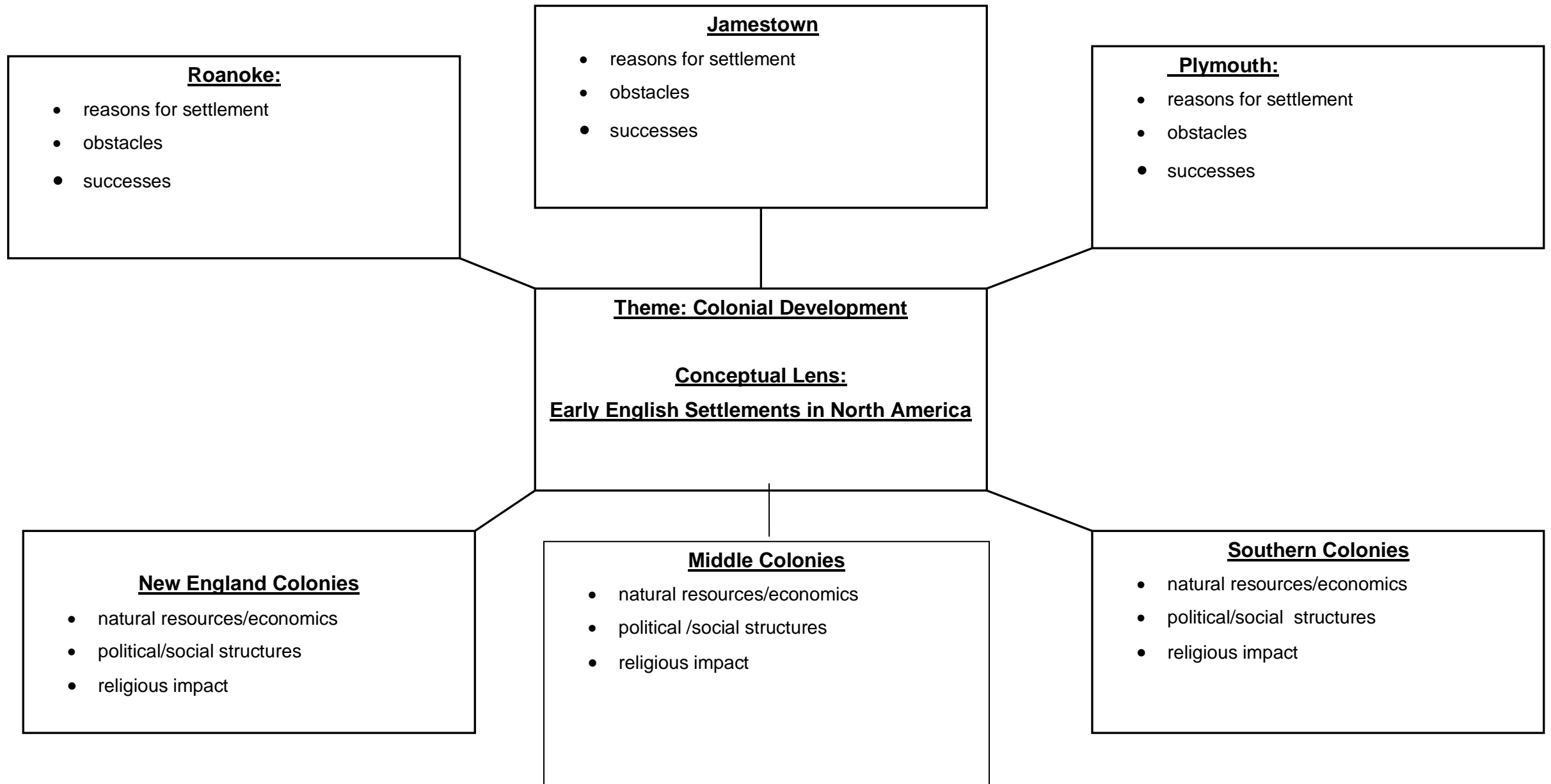
Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none"> • The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. 	<ul style="list-style-type: none"> ▪ What was the religious climate in Europe that led to the search for freedom? ▪ Who were the Pilgrims and Puritans? ▪ What is self-government? ▪ What were the characteristics of the North American colonies?
A2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	<ul style="list-style-type: none"> • The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. 	<ul style="list-style-type: none"> ▪ What were the early government structures, including the House of Burgesses and the Mayflower Compact? ▪ How are early government structures similar/

		different from government structures today?
B1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?		<ul style="list-style-type: none"> ▪ What different opportunities were available in the colonies for people of different race, gender, and social status, including indentured servitude and apprenticeships? ▪ What are imports and exports? ▪ What were the triangular trade routes?
C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?		<ul style="list-style-type: none"> ▪ What were the factors that impacted emigration and settlement patterns in the colonial regions? ▪
C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?		<ul style="list-style-type: none"> ▪ What were some examples of conflict and/or cooperation between European colonists and Native American groups in the New World? ▪ What impact did conflict/cooperation between European colonists and Native American groups have on the colonies?
D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?		<ul style="list-style-type: none"> ▪ How did indentured servants and the enslaved population help to build the colonies?
D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		<ul style="list-style-type: none"> ▪ What is mercantilism? ▪ How did the economies of the New England, Middle, and Southern Colonies differ? ▪ What impact did economic development of the colonies have on European countries?
		<ul style="list-style-type: none"> ▪ What was triangular trade and how what was the impact of triangular trade routes on nations and select groups of people?

		▪
		▪ Who were the European powers? ▪ How did the European powers influence the development of the Americas?
		▪ What were the similarities and differences between the different groups of people who came to the New World?

UNIT 2 GRAPHIC ORGANIZER



CURRICULUM UNIT 2 PLAN

Course Title/Grade: Fifth Grade Social Studies
 Unit Number/Title: Era Colonization and Settlement (1585-1763)
 Conceptual Lens: Early English Settlements in North America
 Appropriate Time Allocation: 8 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RL5-1	RL5-3	RL5-6	RI5-1	RI5-2	RI5-3	RI5-5	RI5-6
RI5-7	RI5-8	RI5-10	RF5-4	W5-1	W5-2	W5-4	W5-7
W5-8	W5-9	SL5-1	SL5-2	SL5-4	L5-1	L5-2	L5-4

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Early English Settlements -3 weeks Colonization -5 weeks	The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.	Determine the roles of religious freedom and participatory government in various North American colonies. Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during Colonial times. Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies. Compare and contrast how the search for natural resources resulted in conflict and cooperation	Discuss the power struggle between European countries and the establishment of colonies in North America Describe successes and failures of the early English attempts at settlement, including Roanoke and Jamestown. Use the cause and effect chart to show the impact of tobacco, Virginia's first cash crop. Discuss the development of participatory government from John Smith to the House of Burgesses. Describe the role of religious freedom in the development of various North American colonies, including the Pilgrims and the Puritans. Locate the 13 English colonies	Resource Linked Activities: TimeLinks: Interactive Time Line (Harcourt School Publishers) <i>Nystrom Our Country's History</i> Teacher's Guide for hands-on lessons, Colonial America, p75-112 <i>Nystrom Atlas of Our Country's History</i> , 20-21 <i>History of US</i> , <i>Primary Source Readers: Pocahontas (RL4.1)</i> Primary Source Readers Teacher's Guide p58-67 <i>Nysrtom Atlas of Our Country's History</i> , p22-23. Teacher Created Materials Leveled Texts: Early America	Cicero: History Beyond the Text Book http://trycicero.com/ Amistad Interactive Textbook http://www.njamistadcurriculum.org/ Lesson Plans/Document Library http://teachingamericanhistory.org/ Digital Collections http://www.loc.gov/index.html Teaching with Primary Sources http://www.archives.gov/education/lessons/ The Gilder Lehrman Institute of American History http://www.gilderlehrman.org/collection/index.html	6.1.8.A.2. a 6.1.8.A.2. b 6.1.8.A.2. c 6.1.8.B.2. a 6.1.8.B.2. b 6.1.8.C.2. a 6.1.8.C.2. b	Formative Assessments: (Specify evaluation methods and criteria with frequency. <i>Include Benchmark Assessments</i>) Quiz – <i>The New England (Teacher Resource Guide: Early America, p99)</i> Quiz – <i>The Middle Colonies (Teacher Resource Guide p111)</i> Quiz – <i>The Southern Colonies (Teacher Resource Guide :Early America, p123)</i> Quiz – <i>Slavery in the New World(Teacher Resource Guide: Early America, p125)</i> Ongoing informal teacher assessment Summative Assessment(s) Benchmark Test Marking Period 2

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>among European colonists and Native American groups in the New World.</p> <p>Compare the practice of slavery and indentured servitude to Colonial labor systems.</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries. Analyze the impact of triangular trade on multiple nations and groups.</p> <p>Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p>on a map</p> <p>Make a chart depicting the factors that impacted emigration, settlement patterns, and regional identities of the New England , Middle Colonies, and Southern Colonies</p> <p>Identify the following groups of people living in colonial America and describe their varied social positions:</p> <p>Explain how the political life of colonial America evolved in the three regions.</p>	<p><i>The New England Colonies (Teacher Resource Guide p91-102)</i></p> <p><i>Nystrom Atlas of Our Country's History, p24-25</i></p> <p><i>The Middle Colonies (Teacher Resource Guide p103-114)</i></p> <p><i>Nystrom Atlas of Our Country's History, p26-27</i></p> <p><i>The Southern Colonies (Teacher Resource Guide p115-124)</i></p> <p><i>Nystrom Atlas of Our Country's History, p28-29</i></p> <p><i>Slavery in the New World (Teacher Resource Guide p125-136)</i></p> <p><i>Nystrom Atlas of Our Country's History, p30-31</i></p> <p><i>Primary Source Readers: Life in the Colonies (RL5.9)</i> Primary Source Readers Teacher's Guide p72-81</p>		<p>6.1.8.C.2. c</p> <p>6.1.8.D.2. a</p> <p>6.1.8.D.2. b</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
				<p><i>Primary Source Readers: Phillis Wheatley(RL4.6) Primary Source Readers Teacher's Guide p82-91</i></p> <p>Teacher Created Materials Leveled Texts: Early America</p> <ul style="list-style-type: none"> • <i>Slavery in the New World (Teacher Resource Guide p125-136)</i> <p>Suggested Additional Resources/Activities:</p> <p>Kids Discover Magazine: Colonial America</p> <p>Oxford University Press: Freedom, a History of US Book Two: Making Thirteen Colonies Book Three: From Colonies to Country</p> <p>Scott Foresman Social Studies Text The United States Unit 2 Connections Across Continents Unit 3 Colonial Life in North America</p>			

Unit 2 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words • Provide timeline to “bracket” major events in history

UNIT 3 OVERVIEW

Course Title: Fifth Grade Social Studies

Unit #: 3

Unit Title: Revolution and the New Nation
(1754-1820s)

Unit Description and Objectives:

The unit Revolution and the New Nation examines the causes and effects of events that led to the American Revolution. Students analyze the roles of revolutionary leaders in the birth of a new nation. The formation of this new and unique government is explored with an emphasis on compromises, legislation, and the development of a republic.

Essential Questions and Enduring Understandings:

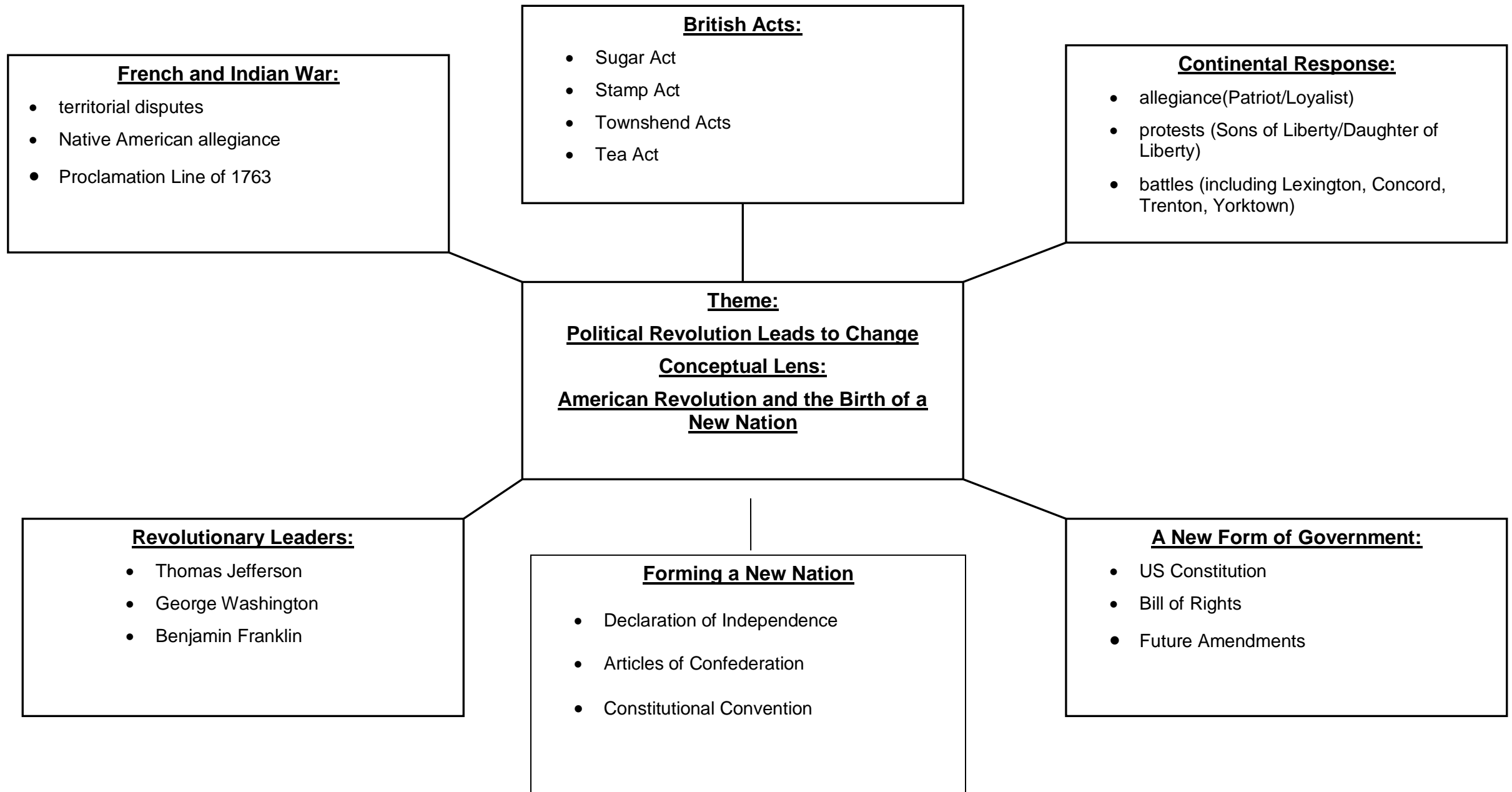
Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none"> Disputes over political authority and economic issues contributed to a movement for independence in the colonies. 	<ul style="list-style-type: none"> What are key ideals found in the Declaration of Independence? What are “unalienable rights”? To what extent were rights were given to women, African Americans, and Native Americans during this era?
A2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	<ul style="list-style-type: none"> The fundamental principles of the United States Constitution serve as the foundation of the United States government today. 	<ul style="list-style-type: none"> What is the Constitution and its purpose? What is federalism? How does the separation of powers support the system of checks and balances?

<p>B1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p>		<ul style="list-style-type: none"> • What specific compromises were made during the creation of Constitution? • What was the difference between the view of the federalists and the anti-federalists and how did this lead to the adoption of a Bill of Rights??
<p>C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p>		<ul style="list-style-type: none"> • What were the decision making powers of the state and federal government under the Articles of Confederation? • What are the decision making powers of the state and federal government under the US Constitution?
<p>C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</p>		<ul style="list-style-type: none"> • What were the Alien and Sedition Acts and who was affected by the Alien and Sedition Acts?
<p>D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>		<ul style="list-style-type: none"> • What are political parties and why were political parties formed? • What are the current views of political parties regarding the role and power of federal government?
<p>D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>		<ul style="list-style-type: none"> • How does the Constitution impact life today? • How does the Bill of Rights impact life today?
		<ul style="list-style-type: none"> • How did conflicts and/or alliances among European countries and Native American groups impact the expansion of the American colonies? • What impact did the French and Indian War have on the American colonies?
		<ul style="list-style-type: none"> • How did the populations of each state influence debate surrounding political representation in

		<p>Congress and federalism?</p> <ul style="list-style-type: none"> • What were the key differences between the New Jersey Plan and the Virginia Plan?
		<ul style="list-style-type: none"> • What was the impact of geographic features of America on the American Revolution?
		<ul style="list-style-type: none"> • How did New Jersey's location influence the Revolution? • What impact did NJ battles such as Princeton and Monmouth have on the Revolution?
		<ul style="list-style-type: none"> • What were the effects of the "Acts" imposed by Britain upon its colonies (i.e. Stamp Act, Intolerable Acts, etc...)?
		<ul style="list-style-type: none"> • What is inflation and debt? • What was the monetary unit during this period and how was it used? • What was the state and federal government's role in the economy?
		<ul style="list-style-type: none"> • What impact did the cotton gin and other innovations have on the demand for slave labor in the South? • What impact did the cotton gin and other innovations have on the economic and political development of the country?
		<ul style="list-style-type: none"> • What was the Seven Years War and its global impact? • What effect did the French and Indian war have on British attitudes toward the Colonies and how did the Colonies respond to British attitude and policy?

		<ul style="list-style-type: none"> • What is the Declaration of Independence, why was it written and what ideals are expressed in this document?
		<ul style="list-style-type: none"> • What impact did George Washington make as general of the American revolutionary forces and as president? • What other countries were involved in the American Revolution and what did they contribute to both the Patriot or Loyalist causes and outcomes of the American Revolution? • What was France's role in the American Revolution? • Who were the Hessians?
		<ul style="list-style-type: none"> • What were the key occupations and opportunities available to colonial people in various socioeconomic groups? • What role did African Americans, women and Native Americans play during the American Revolution?
		<ul style="list-style-type: none"> • What was the Treaty of Paris and what are the key points of the treaty? • What impact did the Treaty of Paris have on the Native Americans?
		<ul style="list-style-type: none"> • How did the early government leaders implement the goals and principals expressed in the Preamble of the Constitution?

UNIT 3 GRAPHIC ORGANIZER



CURRICULUM UNIT 3 PLAN

Course Title/Grade: Fifth Grade Social Studies
 Unit Number/Title: Revolution and the New Nation (1754-1820s)
 Conceptual Lens: American Revolution and the Birth of a New Nation
 Appropriate Time Allocation: 9 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RL5-1	RL5-3	RL5-6	RI5-1	RI5-2	RI5-3	RI5-5	RI5-6
RI5-7	RI5-8	RI5-10	RF5-4	W5-1	W5-2	W5-4	W5-7
W5-8	W5-9	SL5-1	SL5-2	SL5-4	L5-1	L5-2	L5-4

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
American revolution -6 weeks New Nation -3 weeks	Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today	Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. Compare and contrast the	Utilize the cause and effect graphic organizer to identify the causes of the American Revolution. Discuss England's strict control over trade and the taxes imposed after the French and Indian War. Predict how the political and economic relationship between England and the colonies may change. Discuss England's strict control over trade. Give examples of individuals who modeled active participation in the process of bringing about change, including Patrick Henry and Samuel Adams. Describe the impact of groups such as the Sons of Liberty and the Daughters of Liberty. Outline the events leading to the Boston Massacre. Discuss the role of John Adams.	Resource Linked Materials: TimeLinks: Interactive Time Line (Harcourt School Publishers) <i>Nystrom Our Country's History</i> Teacher's Guide for hands-on lessons, A New Nation, p113-150 <i>Nystrom Atlas of Our Country's History</i> , 34-35 Teacher Created Materials Leveled Texts: Early America <i>Causes of the American Revolution</i> (Teacher Resource Guide p137-148)	Cicero: History Beyond the Text Book http://trycicero.com/ Amistad Interactive Textbook http://www.njamistadcurriculum.org/ Lesson Plans/Document Library http://teachingamericanhistory.org/ Digital Collections http://www.loc.gov/index.html Teaching with Primary Sources http://www.archives.gov/education/lessons/ The Gilder Lehrman Institute of American History http://www.gilderlehrman.org/collection/index.html	6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.a 6.1.8.B.3.b	Quiz - <i>Causes of the American Revolution</i> (Teacher Resource Guide : Early America, p145) Quiz - <i>The Declaration of Independence</i> (Teacher Resource Guide : Early America, p157) Quiz - <i>The American Revolution</i> (Teacher Resource Guide : Early America, p167) Quiz - <i>Early Congresses</i> (Teacher Resource Guide : Early America, p177) Quiz - <i>The Constitution of the United States</i> (Teacher Resource Guide : Early America, p189) Quiz - <i>The Bill of Rights</i> (Teacher Resource Guide : Early America, p201) Ongoing informal teacher

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p> <p>Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government</p> <p>Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>Determine the extent to which the geography of the</p>	<p>Discuss the role of George Washington. Analyze the outcome of the First Continental Congress and the formation of militias.</p> <p>Differentiate between the political ideas of Patriots and Loyalists.</p> <p>Create a picturing the events graphic organizer of the early battles of the American Revolution.</p> <p>Create a timeline of the key battles of the American Revolution.</p> <p>Describe the decisions made by the Second Continental Congress including the formation of the Continental Army and the Olive Branch Petition.</p> <p>Evaluate the impact of Thomas Paine's <i>Common Sense</i> and the sentiment that it was "time to part" with Britain"</p> <p>Analyze Thomas Jefferson's role in the drafting of the Declaration of Independence and write a summary of the key principles expressed in the Declaration of Independence.</p> <p>Examine George Washington's</p>	<p><i>Primary Source Readers: Abigail Adams (RL4.5)</i> Primary Source Readers Teacher's Guide p106-115</p> <p><i>Nystrom Atlas of Our Country's History, 32-33</i></p> <p><i>The Declaration of Independence (Teacher Resource Guide p149-158)</i></p> <p><i>Primary Source Readers: Declaration of Independence (RL5.6)</i> Primary Source Readers Teacher's Guide p120-129</p> <p><i>Primary Source Readers: Thomas Jefferson(RL4.6)</i> Primary Source Readers Teacher's Guide p130-139</p> <p><i>The American Revolution (Teacher Resource Guide p159-168)</i></p>		<p>6.1.8.B.3.c</p> <p>6.1.8.B.3.d</p> <p>6.1.8.C.3.a</p> <p>6.1.8.C.3.b</p> <p>6.1.8.C.3.c</p> <p>6.1.8.D.3.a</p> <p>6.1.8.D.3.b</p> <p>6.1.8.D.3.c</p> <p>6.1.8.D.3.d</p> <p>6.1.8.D.3.e</p> <p>6.1.8.D.3.f</p> <p>6.1.8.D.3.</p>	<p>assessment</p> <p><u>Summative Assessment(s)</u> Benchmark Test Marling Period 2 and Benchmark Test Marling Period 3</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p>Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p> <p>Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>Evaluate the impact of the</p>	<p>role in the American Revolution as general of the American revolutionary forces.</p> <p>Analyze the factors, including prominent individuals and nations, that turned the tide of war for the Continental Army including the victories at Saratoga and Yorktown and French and Spanish involvement.</p> <p>Utilize atlas and other geographic tools to determine the execution and outcome of the war.</p> <p>Give examples of the roles and perspectives of various groups, including African Americans, Native Americans, and women in the American Revolution.</p> <p>Summarize the effects of the Treaty of Paris from different perspectives.</p> <p>Identify on a map the land acquired as a result of the Treaty of Paris of 1783.</p> <p>Identify the purpose of the Articles of Confederation. and describe the weaknesses it manifested.</p> <p>Locate the Northwest</p>	<p><i>Primary Source Readers: The American Revolution (5.6)</i> Primary Source Readers Teacher's Guide p144-153</p> <p><i>Primary Source Readers: George Washington (4.7)</i> Primary Source Readers Teacher's Guide p154-163</p> <p><i>Early Congresses (Teacher Resource Guide p169-180)</i></p> <p><i>Primary Source Readers: Early Congresses (RL5.9)</i> Primary Source Readers Teacher's Guide p168-177</p> <p><i>Primary Source Readers: Benjamin Franklin (4.6)</i> Primary Source Readers Teacher's Guide p178-187</p> <p><i>The Constitution of the United States (Teacher Resource Guide p181-192)</i></p>		g	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the</p>	<p>Territory and list ways the Northwest Ordinance of 1787 influenced settlement in the Northwest Territory.</p> <p>Identify the purpose of the Constitutional Convention.</p> <p>Compare and contrast the Virginia Plan and the New Jersey Plan.</p> <p>Explain the process of compromise in the creation of the Constitution including the Great Compromise and the Three-Fifths Compromise.</p> <p>Identify the goals established in the Preamble to the Constitution and evaluate the extent to which the Constitution supported these goals.</p> <p>Complete a chart describing the basic structure of the federal system including the three branches of government and the separation of power.</p> <p>Compare and contrast the views of the Federalists and Antifederalist, including the debate on a National bank, uniform currency and tariffs.</p> <p>Judge the importance of the Bill of Rights.</p>	<p><i>Primary Source Readers: The Constitution and the Bill of Rights (RL5.8)</i> Primary Source Readers Teacher's Guide p192-201</p> <p><i>Primary Source Readers: John Jay (4.7)</i> Primary Source Readers Teacher's Guide p202-211</p> <p><i>Nystrom Atlas of Our Country's History, 36-37</i></p> <p><i>The Bill of Rights (Teacher Resource Guide p193-202)</i></p> <p>Suggested Additional Resources/Activities:</p> <p>Kids Discover Magazine: American Revolution</p> <p>Oxford University Press: Freedom, a History of US Book Three: <i>From Colonies to Country</i> Book Four: <i>The New Nation</i></p>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>American Revolution.</p> <p>Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	<p>Evaluate the effects of the rise of political parties on the American government system and the role of the active citizen and the importance of civil liberties.</p>	<p>Scott Foresman Social Studies Text <i>The United States</i> Unit 4 The American Revolution Unit 5 Life in the New Nation</p> <p>National Geographic Reading Expeditions: <i>Fight for Freedom</i></p> <p>National Geographic Reading Expeditions: <i>Spirit of a New Nation</i></p>			

Unit 3 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words • Provide timeline to “bracket” major events in history

UNIT 4 OVERVIEW

Course Title: Fifth Grade Social Studies

Unit #: 4

Unit Title: Era Expansion and Reform
(1801-1861)

Unit Description and Objectives:

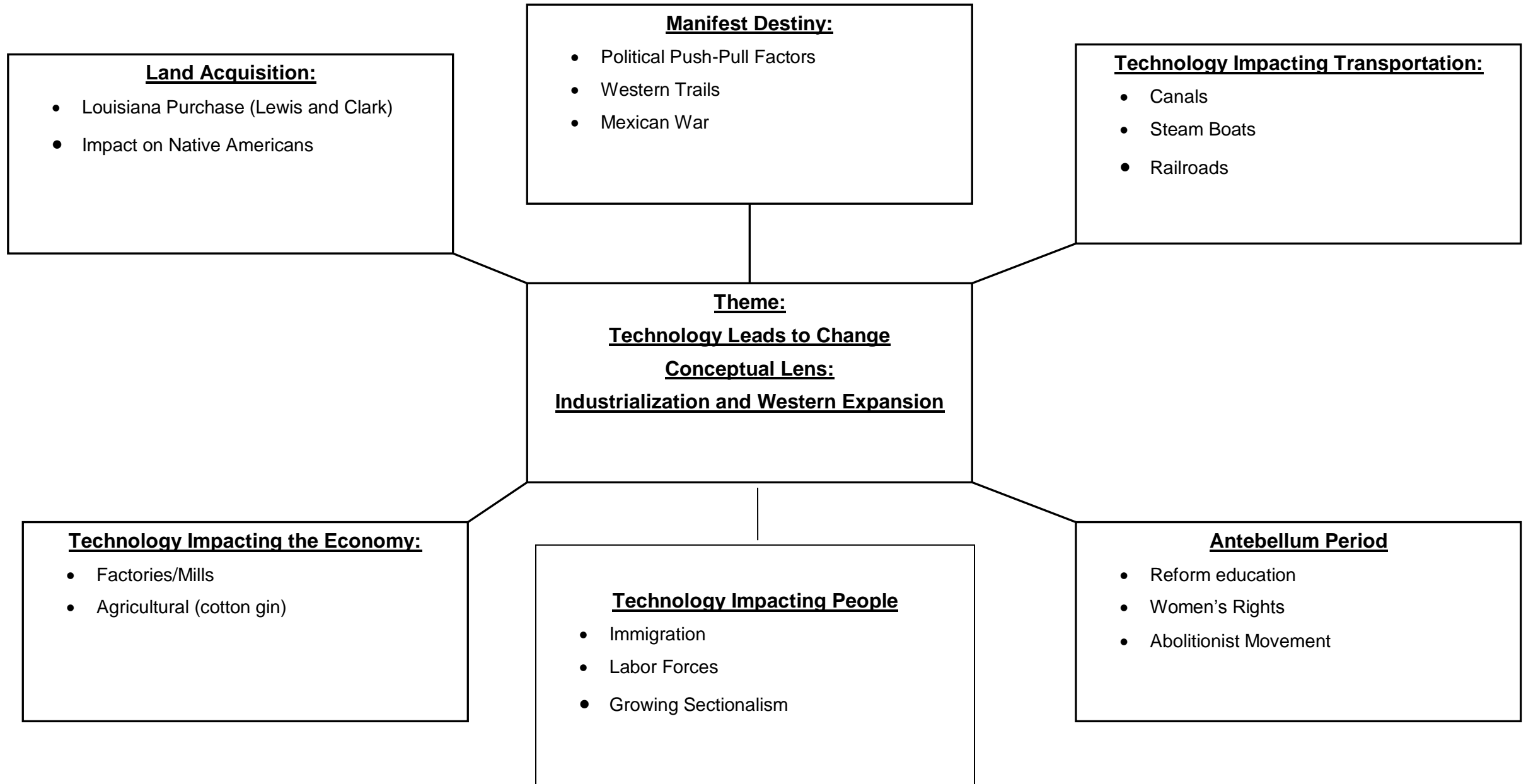
The unit Expansion and Reform examines the significant role historical figures played in the purchase and exploration of the Louisiana Territory. Students investigate the significance of Daniel Boone, Thomas Jefferson, Lewis and Clark, and others in the exploration of the American West. Students examine the impact of new technology on industrial growth and transportation systems, increased immigration, and the expansion of slavery.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand <u>that</u> :	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none"> Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. 	<ul style="list-style-type: none"> What was the current political climate in Europe and America at this time?
A2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?		<ul style="list-style-type: none"> What was Manifest Destiny and how did it change America? How did Manifest Destiny impact future immigration? How did immigrants shape the growth of America?

<p>B1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p>		<ul style="list-style-type: none"> ▪ What was the Jacksonian Period and how did it shape America?
<p>C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</p>		<ul style="list-style-type: none"> ▪ How did the Louisiana Purchase affect the economic development of the nation? ▪ How did Westward Expansion affect the Native Americans?
<p>D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>		<ul style="list-style-type: none"> ▪ How did “uniform currency” affect the economy?
<p>D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>		<ul style="list-style-type: none"> ▪ What were the major technological developments during the Industrial Revolution? ▪ How did technological innovations affect the role of women and the institution of slavery in America?
		<ul style="list-style-type: none"> ▪ How did women and African Americans seek reform? ▪ What is the Antebellum period? ▪ In what ways did enslaved people resisted slavery?

UNIT 4 GRAPHIC ORGANIZER



CURRICULUM UNIT 4 PLAN

Course Title/Grade: Fifth Grade Social Studies
 Unit Number/Title: Era Expansion and Reform (1801-1861)
 Conceptual Lens: Industrialization and Westward Expansion

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RL5-1	RL5-3	RL5-6	RI5-1	RI5-2	RI5-3	RI5-5	RI5-6
RI5-7	RI5-8	RI5-10	RF5-4	W5-1	W5-2	W5-4	W5-7
W5-8	W5-9	SL5-1	SL5-2	SL5-4	L5-1	L5-2	L5-4

Appropriate Time Allocation 6 Weeks

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Expansion and Reform -6 weeks	Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	<p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p>	<p>Explain how pioneers such as Daniel Boone overcame hardships and encouraged settlement along the western frontier.</p> <p>Discuss European conflicts with the US (French control of the Louisiana Territory) and analyze the effect the Louisiana Purchase had on the nation. Justify the importance of the Mississippi River and the port of New Orleans</p> <p>List the goals Jefferson set for the Lewis and Clark expedition:</p> <p>Trace river and land routes taken by Lewis and Clark.</p> <p>Analyze the concept Manifest Destiny from multiple perspectives.</p> <p>Outline the causes, main battles, and outcomes of the</p>	<p>(Resource Linked Materials: TimeLinks: Interactive Time Line (Harcourt School Publishers)</p> <p><i>Nystrom Our Country’s History Teacher’s Guide</i> for hands-on lessons, The United States Expands, p151-188</p> <p><i>Nystrom Atlas of Our Country’s History</i>, p38-39</p> <p>Teacher Created Materials Leveled Texts: Expanding and Preserving the Union</p> <p><i>The Louisiana Purchase (Teacher Resource Guide</i> p37-48)</p> <p><i>Nystrom Atlas of Our Country’s History</i>, 42-43</p>	<p>Cicero: History Beyond the Text Book http://trycicero.com/</p> <p>Amistad Interactive Textbook http://www.njamistadcurriculum.org/</p> <p>Lesson Plans/Document Library http://teachingamericanhistory.org/</p> <p>Digital Collections http://www.loc.gov/index.html</p> <p>Teaching with Primary Sources http://www.archives.gov/education/lessons/</p> <p>The Gilder Lehrman Institute of American History http://www.gilderlehrman.org/collection/index.h</p>	<p>6.1.8.A.4.a</p> <p>6.1.8.A.4.b</p> <p>6.1.8.A.4.c</p> <p>6.1.8.B.4.a</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.C.4.b</p> <p>6.1.8.C.4.c</p> <p>6.1.8.D.4.a</p>	<p>Quiz - <i>The Louisiana Purchase</i> (Teacher Resource Guide : Expanding and Preserving the Union, p45)</p> <p>Quiz - <i>The Westward Journey of Lewis and Clark</i> (Teacher Resource Guide : Expanding and Preserving the Union, p57)</p> <p>Quiz - <i>Lewis and Clark Return Home</i> (Teacher Resource Guide : Expanding and Preserving the Union, p67)</p> <p>Quiz - <i>The War of 1812 Begins</i> (Teacher Resource Guide : Expanding and Preserving the Union, p79)</p> <p>Quiz - <i>The War of 1812 Ends</i> (Teacher Resource Guide : Expanding and Preserving the Union, p91)</p> <p>Quiz - <i>The Texas Revolution</i></p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p> <p>Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p> <p>Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p> <p>Explain the growing resistance to slavery and New Jersey's role in the</p>	<p>War of 1812.</p> <p>Sing the lyrics of the "Star Spangled Banner" and discuss the history of the song.</p> <p>Identify major changes that took place during Andrew Jackson's Presidency, including voting rights and land rights.</p> <p>Map territorial expansion and the movement of Native Americans to Indian Territory .</p> <p>Critique the Indian Removal Act from a Native American's point of view.</p> <p>Explain how the Industrial Revolution changed the way goods were made and the impact it had on the status and social class of people,</p> <p>Explain how technological development led to new forms of road, river, and rail transportation and the effect on America 's expansion.</p> <p>Describe the struggle for reform taking place in the Antebellum period including education reform, women's rights, and slavery.</p> <p>Identify the push-pull factors that led to Texas statehood and the Mexican War.</p>	<p><i>The Westward Journey of Lewis and Clark</i>(<u>Teacher Resource Guide</u> p.49-58)</p> <p><i>Lewis and Clark Return Home</i> (<u>Teacher Resource Guide</u> p59-70)</p> <p><i>Primary Source Readers: Expanding the Nation</i>(5.9) Primary Source Readers Teacher's Guide p24-33</p> <p><i>Primary Source Readers: Lewis and Clark</i>(4.5) Primary Source Readers Teacher's Guide p34-43</p> <p><i>The War of 1812 Begins</i> (<u>Teacher Resource Guide</u> p71-82)</p> <p><i>The War of 1812 Ends</i> (<u>Teacher Resource Guide</u> p83-94)</p> <p><i>Primary Source Readers: War of 1812</i> (RL5.5) Primary Source Readers Teacher's Guide p48-57</p> <p><i>Primary Source Readers: James Madison</i> (4.7)</p>	<p>tml</p>	<p>6.1.8.D.4. b</p> <p>6.1.8.D.4. c</p>	<p>(Teacher Resource Guide : Expanding and Preserving the Union, p103)</p> <p>Quiz - <i>The Mexican-American War</i> (Teacher Resource Guide : Expanding and Preserving the Union, p115)</p> <p>Quiz - <i>The Relocation of Native Americans</i> (Teacher Resource Guide : Expanding and Preserving the Union, p125)</p> <p>Quiz - <i>Pioneer Trails</i> (Teacher Resource Guide : Expanding and Preserving the Union, p137)</p> <p>Quiz - <i>Indian Wars</i> (Teacher Resource Guide : Expanding and Preserving the Union, p150)</p> <p>Ongoing informal teacher assessments</p> <p><u>Summative Assessment(s)</u> Benchmark Test Marking Period 3</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		Underground Railroad.	<p>List the results of the Mexican War and use a map to show lands acquired as a result of the Treaty of Guadalupe Hidalgo (1848) and the Gadsden Purchase (1853).</p> <p>Identify the push-pull factors that led to pioneers moving west.</p> <p>Locate the network of trails leading west on a map and indicate starting points and destinations.</p> <p>Define sectionalism and identify compromises associated with westward expansion and the issue of slavery.</p> <p>Describe rebellions that took place in resistance to slavery, including the <i>Amistad</i> rebellion (1839).</p>	<p>Primary Source Readers Teacher's Guide p58-67 <i>The Texas Revolution</i> (Teacher Resource Guide p95-106)</p> <p><i>The Mexican-American War</i> (Teacher Resource Guide p107-116)</p> <p><i>The Relocation of Native Americans</i> (Teacher Resource Guide p117-128)</p> <p><i>Nystrom Atlas of Our Country's History</i>, p46-47</p> <p><i>Pioneer Trails</i> (Teacher Resource Guide p129-140)</p> <p>Primary Source Readers: <i>Pioneer Trails</i> (RL5.4) Primary Source Readers Teacher's Guide p72-81</p> <p>Primary Source Readers: <i>Laura Ingalls</i> (4.6) Primary Source Readers Teacher's Guide p82-91 <i>Nystrom Atlas of Our Country's History</i>, p48-49</p> <p><i>Indian Wars</i> (Teacher Resource Guide p141-152)</p>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
				<p><i>Primary Source Readers: American Indians in the 1800s (RL5.3)</i> Primary Source Readers Teacher's Guide p120-129</p> <p><i>Nystrom Atlas of Our Country's History, p58-59</i></p> <p>Suggested Additional Resources/Activities:</p> <p>Kids Discover Magazine: <i>Jefferson</i></p> <p>Kids Discover Magazine: <i>Lewis and Clark</i></p> <p>Oxford University Press: <i>Freedom, a History of US</i> Book Five: Liberty for All?</p> <p>Scott Foresman Social Studies Text <i>The United States</i> Unit 5 Life in the New Nation Unit 6 A Growing Nation</p> <p><i>Nystrom Atlas of Our Country's History, p 40-41</i></p> <p><i>Nystrom Atlas of Our Country's History, p60-61</i></p>			

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
				<i>Nystrom Atlas of Our Country's History, p44-45</i>			

Unit 4 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words

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|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Provide timeline to “bracket” major events in history |
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UNIT 5 OVERVIEW

Course Title: Fifth Grade Social Studies

Unit #: 5

Unit Title: Era Civil War and Reconstruction(1850-1877)

Unit Description and Objectives:

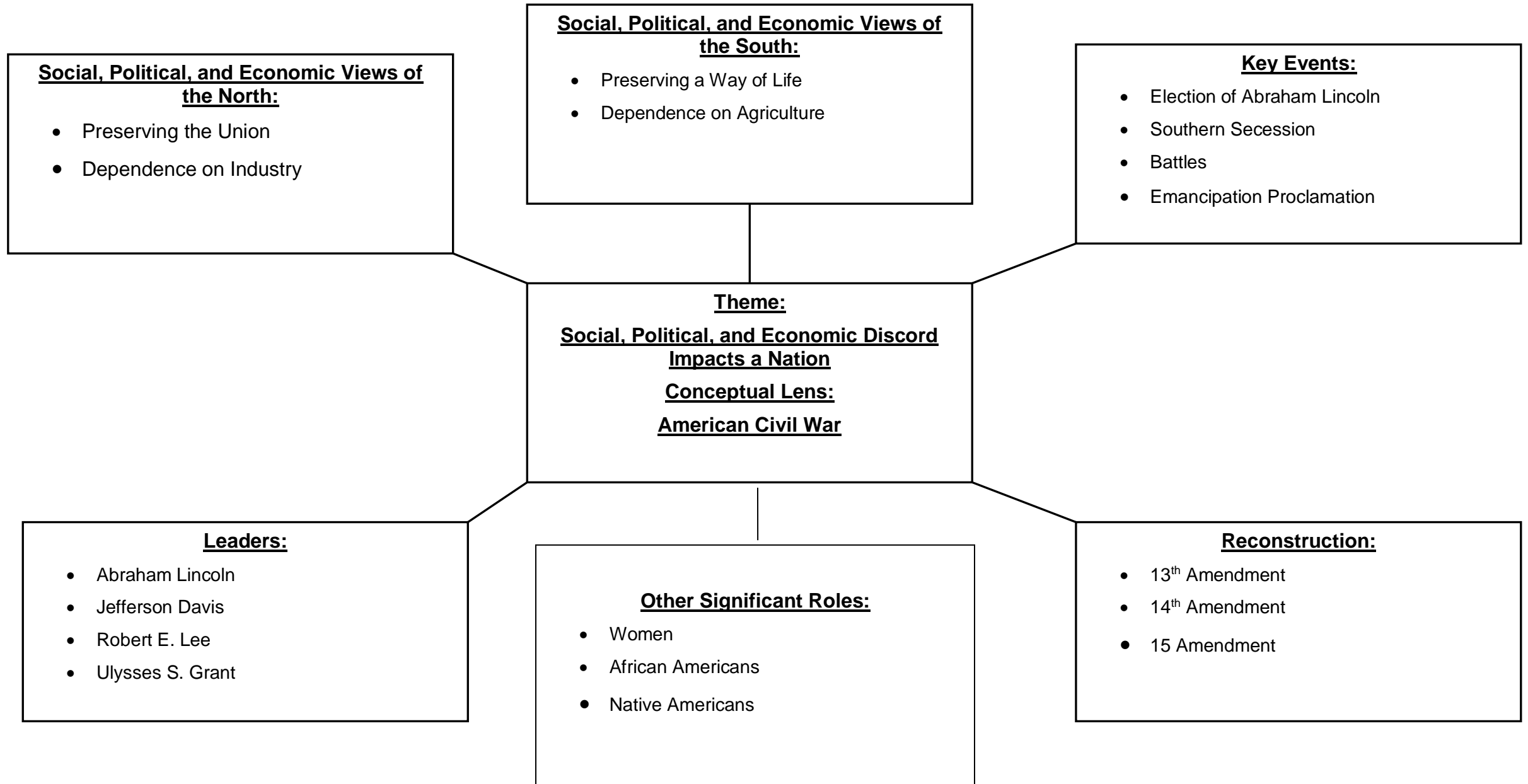
The unit Civil War and Reconstruction examines the causes and effects of events that led to the American Civil War. Students compare and contrast the social, political, and economic views of the north and south. Key battles and important documents and legislation from the Civil War are analyzed. Individuals who accepted leadership positions in the Civil War are highlighted as well as the significant roles of women, African Americans, and Native Americans. The purpose and outcome of Reconstruction are also explored.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none"> • The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. 	<ul style="list-style-type: none"> ▪ How did the Emancipation Proclamation and the Gettysburg Address impact American life? ▪ What political impact did the Emancipation Proclamation have on the states?

<p>A2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>	<ul style="list-style-type: none"> • The Civil War and Reconstruction had a lasting impact on the development of the United States. 	<ul style="list-style-type: none"> ▪ How did the economic, geographic, and political structures of the north and the south determine their positions in the Civil war?
<p>B1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p>		<ul style="list-style-type: none"> • How did Presidents Lincoln and Johnson compare in their ideas for Reconstruction in the South?
<p>C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</p>		<ul style="list-style-type: none"> • What technological advancements were utilized during the Civil War?
<p>D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</p>		<ul style="list-style-type: none"> • What roles did women, African Americans, and Native Americans play in the Civil War?
<p>D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>		<ul style="list-style-type: none"> • What were the human and economic costs of the Civil War?
		<ul style="list-style-type: none"> • What was the economic impact of Reconstruction in the South?
		<ul style="list-style-type: none"> • What major events and battles contributed to the final outcome of the Civil War?

UNIT 5 GRAPHIC ORGANIZER



CURRICULUM UNIT 5 PLAN

Course Title/Grade: Social Studies Fifth Grade
 Unit Number/Title: Era Civil War and Reconstruction(1850-1877)
 Conceptual Lens: American Civil War
 Appropriate Time Allocation: 4 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators							
RL5-1	RL5-3	RL5-6	RI5-1	RI5-2	RI5-3	RI5-5	RI5-6
RI5-7	RI5-8	RI5-10	RF5-4	W5-21	W5-2	W5-4	W5-7
W5-8	W5-9	SL5-1	SL5-2	SL5-4	L5-1	L5-2	L5-4

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Civil War and Reconstruction - 4 weeks	<p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	<p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p> <p>Assess the human and material costs of the Civil War in the North and South.</p> <p>Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p>Analyze the difference between the North and the South by comparing the North and South's economy, labor force, and population.</p> <p>Identify how and why views about slavery differed in the North and the South, including federal legislation involving the issue of slavery.</p> <p>Discuss opposing views of the North and South regarding states' rights, property rights, and slavery and the effect on political parties in America</p> <p>Describe the election of 1860 and the view points of the major candidates.</p> <p>Summarize the views held by Abraham Lincoln and Stephen Douglass.</p> <p>Use maps to explain the major battles and events of the war</p>	<p>Resource Linked Activities:</p> <p>TimeLinks: Interactive Time Line (Harcourt School Publishers)</p> <p><i>Nystrom Our Country's History</i> Teacher's Guide for hands-on lessons, Civil War and Change, p191-226</p> <p>Teacher Created Materials Leveled Texts: Expanding and Preserving the Union</p> <p><i>Abolitionists and the Underground Railroad</i> (Teacher Resource Guide p153-164)</p> <p><i>Primary Source Readers: Slavery in America</i>(RL5.2) Primary Source Readers Teacher's Guide p96-105</p>	<p>Cicero: History Beyond the Text Book http://trycicero.com/</p> <p>Amistad Interactive Textbook http://www.njamistadcurriculum.org/</p> <p>Lesson Plans/Document Library http://teachingamericanhistory.org/</p> <p>Digital Collections http://www.loc.gov/index.html</p> <p>Teaching with Primary Sources http://www.archives.gov/education/lessons/</p> <p>The Gilder Lehrman Institute of American History http://www.gilderlehrman.org/collection/index.html</p>	<p>6.1.8.A.5.a</p> <p>6.1.8.A.5.b</p> <p>6.1.8.B.5.a</p> <p>6.1.8.C.5.a</p> <p>6.1.8.C.5.b</p> <p>6.1.8.D.5.a</p> <p>6.1.8.D.5.b</p> <p>6.1.8.D.5.c</p> <p>6.1.8.D.5.d</p>	<p>Quiz - <i>Abolitionists and the Underground Railroad</i> (Teacher Resource Guide : Expanding and Preserving the Union, p161)</p> <p>Quiz - <i>Events Leading Up to the Civil War</i> (Teacher Resource Guide : Expanding and Preserving the Union, p173)</p> <p>Quiz - <i>The Civil War Begins</i> (Teacher Resource Guide : Expanding and Preserving the Union, p185)</p> <p>Quiz - <i>The Civil War Ends</i> (Teacher Resource Guide : Expanding and Preserving the Union, p195)</p> <p>Quiz - <i>Civil War Leaders</i> (Teacher Resource Guide : Expanding and Preserving the Union, p197)</p> <p>Ongoing informal teacher assessment</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		<p>Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p>including but not limited to the following:</p> <p>Firing on Fort Sumter</p> <p>Battle of Bull Run</p> <p>Battle of Antietam</p> <p>Signing of the Emancipation Proclamation.</p> <p>Battle of Gettysburg</p> <p>Surrender at Appomattox Court House.</p> <p>Discuss the location of key battles and the effect of topography.</p> <p>Analyze the effect of the Emancipation Proclamation on both the North and the South.</p> <p>Explain the role of African Americans, Native Americans, and women in the Civil War.</p> <p>Discuss the significance of the Emancipation Proclamation and the Gettysburg Address and how they continue to affect us today.</p>	<p><i>Primary Source Readers: Harriett Tubman (RL4.4)</i> Primary Source Readers Teacher’s Guide p106-115</p> <p><i>Nystrom Atlas of Our Country’s History, 50-51</i></p> <p><i>Events Leading Up to the Civil War(Teacher Resource Guide p.165-176)</i></p> <p><i>Primary Source Readers: Civil War is Coming (5.6)</i> Primary Source Readers Teacher’s Guide p144-153</p> <p><i>Primary Source Readers: Abraham Lincoln (RL4.9)</i> Primary Source Readers Teacher’s Guide p154-163</p> <p><i>The Civil War Begins (Teacher Resource Guide p177-186)</i></p> <p><i>Nystrom Atlas of Our Country’s History, p52-53</i></p>			<p><u>Summative Assessment(s)</u></p> <p>Benchmark Test Marking Period 4</p>

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
			<p>Outline the goals of Reconstruction and the effect on the South after the war.</p> <p>Describe the 13th, 14th, and 15th Amendments and evaluate their impact on the United States from multiple perspectives.</p>	<p><i>Nystrom Atlas of Our Country's History</i>, p54-55 <i>Primary Source Readers: Civil War Leaders (RL5.9)</i> <i>Primary Source Readers Teacher's Guide</i> p168-177</p> <p><i>Primary Source Readers: Ulysses S. Grant (4.9)</i> <i>Primary Source Readers Teacher's Guide</i> p178-187</p> <p><i>Primary Source Readers: Battles of the Civil War (RL5.8)</i> <i>Primary Source Readers Teacher's Guide</i> p192-201</p> <p><i>Primary Source Readers: Robert E. Lee (RL4.9)</i> <i>Primary Source Readers Teacher's Guide</i> p202-211</p> <p><i>The Civil War Ends (Teacher Resource Guide</i> p187-196)</p> <p><i>Civil War Leaders (Teacher Resource Guide</i> p197-208)</p> <p>Suggested Additional Resources/Activities:</p>			

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
				<p>Kids Discover Magazine: <i>Civil War</i></p> <p>Oxford University Press: <i>Freedom, a History of US</i> Book Six: War, Terrible War Book Seven: <i>Reconstruction and Reform</i></p> <p>Scott Foresman Social Studies Text <i>The United States</i> Unit 7 War Divides the Nation</p> <p>National Geographic Reading Expeditions: <i>The Emancipation Proclamation</i></p>			

Unit 5 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words • Provide timeline to “bracket” major events in history

UNIT 6 OVERVIEW

Course Title: Fifth Grade Social Studies

Unit #: 6

Unit Title: The Holocaust

Unit Description and Objectives:

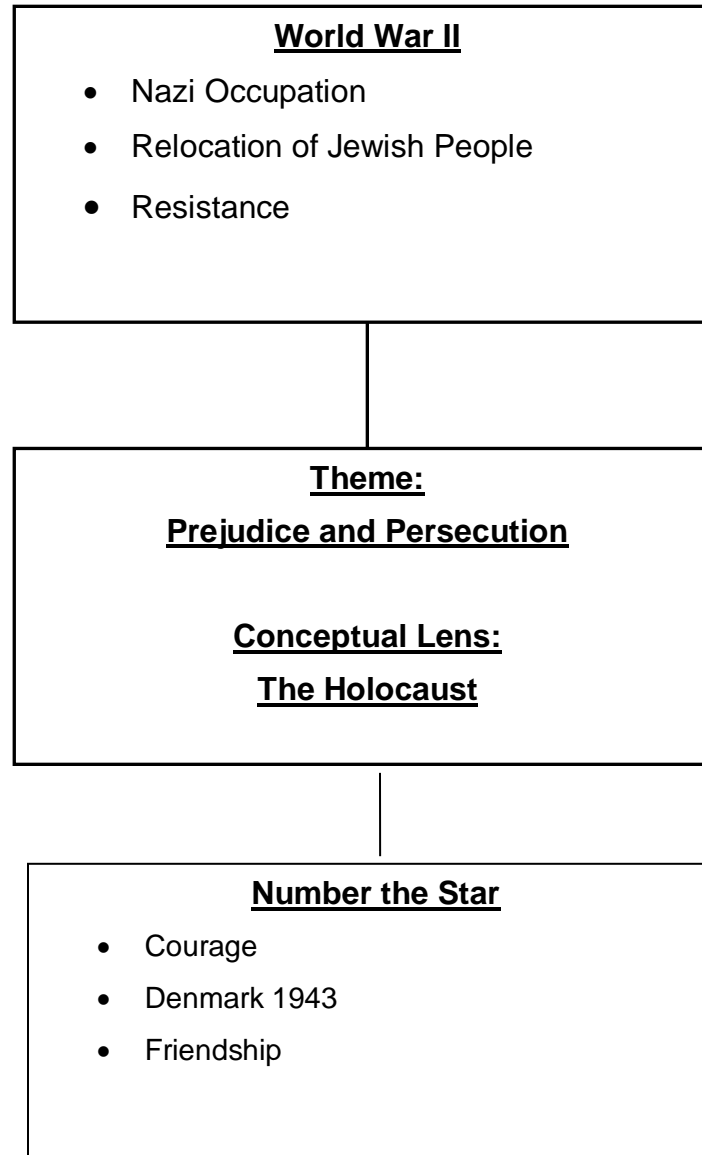
Students will study the Holocaust using the historical fiction book, *Number the Stars*. Through this novel, students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills will enable students to make better informed decisions as socially and ethically responsible world citizens in the 21st century. Through this study, students will build on the developing skills needed to be active, informed citizens who value diversity and promote cultural understanding, working collaboratively to address the challenges that are inherent in living in an interconnected world.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
A1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	<ul style="list-style-type: none">Active citizens in the 21st century recognize the causes and effects of prejudice on individuals, groups, and society.	What is prejudice and what are the causes and effects of prejudice?
A2. How have economic, political, and cultural decisions	<ul style="list-style-type: none">Active citizens in the 21st century recognize the	What is discrimination and what are the causes and

promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	value of cultural diversity, as well as the potential for misunderstanding.	effects of discrimination?
B1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	<ul style="list-style-type: none"> Active citizens in the 21st century collaboratively develop and practice strategies for managing and resolving conflict. 	
C1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?	<ul style="list-style-type: none"> Active citizens in the 21st century recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 	
C2. How have scientific and technological developments over the course of history changed the way people live and economies and government function?	<ul style="list-style-type: none"> Active citizens in the 21st century challenge unfair viewpoints and behavior by taking action. 	What impact can citizens in the 21st century have on public issues?
D1. How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?	<ul style="list-style-type: none"> Active citizens in the 21st century make informed and reasoned decisions. 	How can citizens in the 21st century utilize the legislative process to impact opinions and actions of others?
D2. How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?		How can US students in the 21st century collaborate with other students internationally on serious issues facing the world today?

UNIT 6 GRAPHIC ORGANIZER



CURRICULUM UNIT 6 PLAN

Course Title/Grade: Fifth Grade Social Studies
 Unit Number/Title: The Holocaust: *Number the Stars*
 Conceptual Lens: The Holocaust
 Appropriate Time Allocation: 2 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators					
RL5-1	RL5-3	RL5-9	RI5-1	RI5-2	RI5-3
RF5-4	W5-1	SL5-2	L5-4	L5-5	RI5-8 RI5-10

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
The Holocaust - 2 weeks	<ul style="list-style-type: none"> Active citizens in the 21st century recognize the causes and effects of prejudice on individuals, groups, and society. Active citizens in the 21st century recognize the value of cultural diversity, as well as the potential for misunderstanding. Active citizens in the 21st century collaboratively develop and practice strategies for managing and resolving conflict. Active citizens in the 21st century recognize that 	Define prejudice and discrimination Identify the role of a bystander and learn the importance of choosing to be an "upstander" Determine Denmark's role in helping the Jewish population during the Holocaust	Discuss how prejudice and the hurtful actions to which it leads has affected people through history. Give example of times that prejudice has led to the persecution and killing of groups of people, such as in the Holocaust. Use maps to build background of historic events and provide historical content. Read and discuss <i>Number the Stars</i> by Lois Lowry. Reflect on ways in which people can stand up for what they believe is right and good and create a personal mission statement.	Resource Linked Materials: TimeLinks: Interactive Time Line (Harcourt School Publishers) <i>Nystrom Our Country's History</i> Teacher's Guide for hands-on lessons, World War II, p237-242 <i>Nystrom Atlas of Our Country's History</i> , p64-65 <i>Number the Stars</i> <i>Nystrom Atlas of Our Country's History</i> , p68-69 <i>Nystrom Atlas of Our Country's History</i> , p72-73	New Jersey Commission on Holocaust Education http://www.state.nj.us/education/holocaust/news_topics_issues/newsletter/ TO HONOR ALL CHILDREN FROM PREJUDICE, TO DISCRIMINATION, TO HATRED... TO HOLOCAUST http://www.state.nj.us/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf United States Holocaust Memorial Museum http://www.ushmm.org/	6.3.8.A.1 6.3.8.A.2 6.3.8.A.3	<u>Formative Assessments:</u> Reading Comprehension Questions Varied Teacher Created Activities <u>Summative Assessment(s)</u> Varied Teacher Created Activities

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
	<p>the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</p> <ul style="list-style-type: none"> • Active citizens in the 21st century challenge unfair viewpoints and behavior by taking action. • Active citizens in the 21st century make informed and reasoned decisions. • 			<p>Suggested Additional Resources/Activities:</p> <p>Oxford University Press: <i>Freedom, a History of US</i> Book Nine: <i>War, Peace and All That Jazz</i> Book Ten: <i>All the People</i></p> <p>Scott Foresman Social Studies Text <i>The United States</i> Unit18, Lesson 4</p>	<p>The MY HERO Project: Promoting Positive Change http://www.myhero.com/go/home.asp</p>		

Unit 6 Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Create a word wall • Pre-read passage • Read with a partner • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Provide graphic organizers • Offer one-on-one support by enlisting instructional assistants, and parents to read with students • Provide timeline to “bracket” major events in history • Provide differentiated texts for all major units • Utilize differentiated instruction strategies 	<ul style="list-style-type: none"> • Encourage further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Create assignments and projects for which require students to apply concepts through multi-media • Provide differentiated texts (advanced reading level) for all major units • Utilize differentiated instruction strategies • Provide primary source extension activities 	<ul style="list-style-type: none"> • Provide multi-media resources for developing an understanding of history • Scaffold lessons • Use real life examples that relate to students’ lives and experiences • Student generated visuals and graphic organizers that serve as home involvement tools • Provide accessible, varied vocabulary instruction and review • Provide content based charts • Model expected tasks • Teach and review key comprehension strategies 	<ul style="list-style-type: none"> • Refer to child’s individual IEP modification section in addition to: • Reword, repeat, and rephrase instructions • Modify assessments • Provided variety of assessments utilizing multiple intelligences • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain or dictate their answers on the assessments • Use audio CDs • Draw pictures for vocabulary words • Provide timeline to “bracket” major events in history

CROSS-CONTENT STANDARDS ANALYSIS

Course Title: Fifth Grade Social Studies

Grade: 5

Unit Title:	Visual and Performing Arts	Comp. Health & Physical Ed.	Language Arts Literacy	Mathematics	Science	Social Studies	World Languages	Tech. Literacy	21 st Century Life & Careers
Three Worlds Meet	1.1.5.D.1 1.2.5.A.1 1.3.5.C.2 1.4.5.A.2 1.4.5.A.3	2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.2.6.A.1 2.2.6.A.2 2.2.6.B.3 2.2.6.C.1 2.2.6.D.2 2.4.6.A.2	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2 SL5-4 L5-1 L5-2 L5-4	5.NF.6	5.1.8.D.1 5.1.8.D.3	6.1.8.A.1.a 6.1.8.B.1.a 6.1.8.B.1.b 6.1.8.C.1.a 6.1.8.C.1.b 6.1.8.D.1.a 6.1.8.D.1.b 6.1.8.D.1.c	7.1.IM.C.5	8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	9.1.8.F.1 9.1.8.F.2 9.1.8.F.3 9.1.8.B.5
Colonization and Settlement	1.1.5.D.1 1.2.5.A.1 1.3.5.C.2 1.4.5.A.2 1.4.5.A.3	2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.2.6.A.1 2.2.6.A.2 2.2.6.B.3 2.2.6.C.1 2.2.6.D.2 2.4.6.A.2	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2 SL5-4 L5-1 L5-2 L5-4	5.NF.6	5.1.8.D.1 5.1.8.D.3	6.1.8.A.2.a 6.1.8.A.2.b 6.1.8.A.2.c 6.1.8.B.2.a 6.1.8.B.2.b 6.1.8.C.2.a 6.1.8.C.2.b 6.1.8.C.2.c 6.1.8.D.2.a 6.1.8.D.2.b	7.1.NM.A.4 7.1.IM.A.7	8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	9.1.8.F.1 9.1.8.F.2 9.1.8.F.3 9.1.8.B.5
Revolution and the New Nation	1.1.5.D.1 1.2.5.A.1 1.3.5.C.2 1.4.5.A.2 1.4.5.A.3	2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.2.6.A.1 2.2.6.A.2 2.2.6.B.3 2.2.6.C.1 2.2.6.D.2 2.4.6.A.2	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2	5.NF.6	5.1.8.D.1 5.1.8.D.3	6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.a 6.1.8.B.3.b 6.1.8.B.3.c 6.1.8.B.3.d	7.1.NM.A.4 7.1.IM.A.7	8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	9.1.8.F.1 9.1.8.F.2 9.1.8.F.3 9.1.8.B.5

			SL5-4 L5-1 L5-2 L5-4			6.1.8.C.3.a 6.1.8.C.3.b 6.1.8.C.3.c 6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.e 6.1.8.D.3.f 6.1.8.D.3.g			
Expansion and Reform	1.1.5.D.1 1.2.5.A.1 1.3.5.C.2 1.4.5.A.2 1.4.5.A.3	7.1.NM.A.4 7.1.IM.A.7	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2 SL5-4 L5-1 L5-2 L5-4	5.NF.6	5.1.8.D.1 5.1.8.D.3	6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b 6.1.8.D.4.c	7.1.NM.A.4 7.1.IM.A.7	8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	9.1.8.F.1 9.1.8.F.2 9.1.8.F.3 9.1.8.B.5
Civil War and Reconstruction	1.1.5.D.1 1.2.5.A.1 1.3.5.C.2 1.4.5.A.2 1.4.5.A.3	2.1.6.A.2 2.1.6.E.1 2.1.6.E.2 2.1.6.E.3 2.2.6.A.1 2.2.6.A.2 2.2.6.B.3 2.2.6.C.1 2.2.6.D.2. 2.4.6.A.2	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2 SL5-4 L5-1 L5-2 L5-4	5.NF.6	5.1.8.D.1 5.1.8.D.3	6.1.8.A.5.a 6.1.8.A.5.b 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.C.5.b 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d		8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	9.1.8.F.1 9.1.8.F.2 9.1.8.F.3 9.1.8.B.5
The Holocaust		2.2.6.D.2. 2.4.6.A.2	RL5-1 RL5-3 RL5-6 RI5-1 RI5-2 RI5-3 RI5-5 RI5-6 RI5-7 RI5-8 RI5-10 RF5-4 W5-1 W5-2 W5-4 W5-7 W5-8 W5-9 SL5-1 SL5-2 SL5-4 L5-1			6.3.8.A.1		8.1.8.A.1 8.1.8.D.1 8.1.8.D.2 8.1.8.D.3 8.1.8.D.4 8.1.8.D.5	

			L5-2 L5-4						
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***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools

Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.

