



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Social Studies					
Grade Level(s):	5					
Duration:	<i>Full Year:</i>		<i>Semester:</i>	X	<i>Marking Periods:</i>	3 & 4
Course Description:	<p>The Washington Township School District fifth grade curriculum uses an integrated approach to general social studies that focuses on American history from the revolutionary era to the founding of our nation. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history. The major topics of study for fifth grade are taken specifically from the New Jersey Student Learning Standards.</p> <p>Units:</p> <ol style="list-style-type: none">1. The American Revolution2. Civics and Economics in America3. Manifest Destiny to Today					
Grading Procedures:	<p>Weighted Categories:</p> <p>60% Major Assessments</p> <p>40% Minor Assessments</p>					
Primary Resources:	<p>TCI Social Studies Alive! America's Past</p> <p>TCI Social Studies Alive! Our Community and Beyond</p>					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: August 2020

Revised: January 2022

BOE Approval:

Unit Title: Unit 1: *The American Revolution***Unit Description:**

In this unit, students learn about what led to the American Revolutionary War. They will closely examine the events leading to the American Revolutionary War, looking at it from multiple perspectives, examining the political and economic disputes between the British Colonies and Great Britain, and understanding the impact these disputes had. Students will also learn about the battles, results, and effects of the American Revolutionary War. Students will identify how the American Revolutionary War began, examine how the geography impacted how the battles were fought, and the contributions of African Americans, women and Native Americans.

Unit Duration: 26 instructional periods**Desired Results****Standards:**

- Events may be viewed differently based on one's perspective.
- Historical records are shaped by the society that the creator lived in.
- There are a variety of sources that help us understand the past.
- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Historians use evidence from multiple sources to support their claims and arguments about the past.
- Chronological sequencing helps us track events over time.
- Interactions of people and events throughout history have shaped the world we experience today.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

Indicators:

- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

- 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
- 6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Understandings:

Students will understand that...

Lesson 10 Objectives:

- Make connections between a class experience and the historical events in the colonies after the French and Indian War.
- Identify how key events created tensions between the colonists and Great Britain between 1754 and 1774?
- Analyze the character traits of King George III and predict how a different kind of king

Essential Questions:

Unit Essential Question:

How might a frayed rope be a metaphor for the relationship between Great Britain and the colonies?

Lesson 10:

What British actions angered the colonists in the 1700s?

Lesson 11:

might have changed the history of the British colonies.

- Role-play an adult giving a student an order. (speaking and listening)
- Analyze the causes and effects of events between the colonies and Great Britain. (reading)
- Demonstrate the skills to manage and express one's emotions and thoughts in constructive ways.
- Recognize unfairness and injustice at the institutional or systematic level.
- Recognize that power and privilege influence relationships at intergroup and institutional levels.

Lesson 11 Objectives:

- Prepare and present key Patriot or Loyalist arguments in a panel debate.
- Identify the positions of Loyalists or Patriots and summarize the personal backgrounds of six prominent colonists.
- Organize information about historical figures in a T-chart.
- Create rallying cries to express the points of view of Patriots and Loyalists.
- Present arguments and questions in a panel debate. (speaking and listening)
- Practice oral skills by reciting an excerpt from a famous speech. (speaking)
- Write letters that support and dispute arguments by Patriots and Loyalists. (writing)
- Identify figures, groups, events, and a variety of strategies and philosophies relevant to history and social justice around the world.
- Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Use a range of communication skills to interact effectively with individuals of diverse backgrounds.

Lesson 12 Objectives:

- Identify the major events that led to the creation and approval of the Declaration of Independence.
- Examine and paraphrase key passages from the Declaration of Independence.

What were the arguments for and against colonial independence from Great Britain?

Lesson 12:

What are the main ideas in the Declaration of Independence?

Lesson 13:

How did the colonists win the American Revolution?

<ul style="list-style-type: none"> Analyze six copies of the Declaration of Independence to explain the historical significance of each. Rewrite passages of the Declaration of Independence into language a fifth grader would understand. (writing) Read secondary sources about the Declaration of Independence and discuss how they compare to corresponding primary sources. (speaking) Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. Demonstrate awareness of personal rights and responsibilities. <p>Lesson 13 Objectives:</p> <ul style="list-style-type: none"> Make connections between a tug-of-war game and the events of the American Revolution. Identify the strengths and weaknesses of the American and British forces in the American Revolution. Take part in an orchestrated tug-of-war. (speaking and listening) Use similes to compare the tug-of-war game to the events of the American Revolution. (reading, writing) Behave responsibly in personal, school, and community contexts. Identify figures, groups, events, and a variety of strategies and philosophies relevant to history and social justice around the world. 	
Assessment Evidence	
<p>Performance Tasks: Show What You Know</p> <ul style="list-style-type: none"> Lesson 10: Analyze principal-and-student scenarios and compare them to events between the colonies and Great Britain that caused tension and unrest. Lesson 11: Write a letter to a colonist with whom you disagree about independence. Support your position with valid arguments. Lesson 12: List four things you would tell your family about the Declaration of Independence. Lesson 13: Design a historical marker to commemorate how the Continental Army emerged victorious against the world's most formidable military force. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Hands-On Activities Lesson Games Formative Assessments Student interactive notebook assignments

Benchmarks: Benchmark will be given at the completion of Unit 3.

Learning Plan

Each lesson within the program has the following elements: Preview, Activity, Read & Do, Processing. Not all elements or all parts of each element will be taught.

Lesson Title Elements	<i>Lesson 10: Tensions Grow between the Colonies and Great Britain</i>	Amendments/Advance Preparation
Preview Activity (15 minutes)	Plan a class party. (Journal pgs. 203-205)	As groups share their ideas, write them on chart paper for students to review. At the end, hold a vote on the party's date, time, location, entertainment, and food before moving to the next slide.
Vocabulary Activity (10 minutes)	Vocabulary Activity pgs. 206-207. Use vocabulary words to complete each sentence.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Measuring Unrest in the Colonies (70 minutes)	Analyze the causes and effects of events that caused tension to grow between the colonies and Great Britain by using an "Unrest-O-Meter." (Journal pgs. 208-222)	To help students better understand the perspective of King George III (and to better rank the seven events), have students read Social Studies Stories: King George III and His Colonies. <i>Read excerpts of choice from "George vs. George" by Rosalyn Schanzer.</i>
Show What You Know (10 minutes)	Summary & Student Journal responses. Analyze principal-and-student scenarios and compare them to events between the colonies and Great Britain that caused tension and unrest. (Journal pgs. 223-224)	Graded as a performance task.

Lesson Title Elements	<i>Lesson 11: To Declare Independence or Not</i>	Amendments/Advance Preparation
Preview Activity (15 minutes)	Learn about the occupations and opinions of six colonists and categorize them on a T-chart as either Patriots or Loyalists. (Journal pgs. 225-227)	To complete the Activity Notes, students are asked to read the first paragraph of Sections 2–9, which are in Hands-On Activity: Debating Independence. Click on the images one at a time. Dramatically read the quotation together as a class. Then have students evaluate whether they think the person was a Patriot or a Loyalist.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 228 Identify each part of the engraving by finishing the sentences below.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Preparing for the Panel Debate (40 minutes)	Learn all about a Loyalist or a Patriot as you prepare for a panel debate. (Journal pgs. 229-241)	<i>Read excerpts of choice from "George vs. George" by Rosalyn Schanzer. Activity Cards: Portraits</i>

Hands-On Activity: Debating Independence (45 minutes)	Join a group to get a presenter ready for the panel debate between Loyalists and Patriots.	Decide how you will divide the class into groups. There are eight historical roles for the debate. If you have fewer than 32 students, either remove a few of the historical figures or create groups of three students instead of four.
Show What You Know (10 minutes)	Summary & Student Journal responses. Students write a letter to a colonist with whom they disagree about independence. Support their position with valid arguments. (Journal pg. 242)	<ul style="list-style-type: none"> • Supplemental: Brain Pop Activity – Causes of the American Revolution https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/ • Supplemental: Brain Pop Activity – Declaration of Independence https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/ Graded as a performance task.

Lesson Title Elements	<i>Lesson 12: Declaration of Independence</i>	Amendments/Advance Preparation
Preview Activity (15 minutes)	Click on an interactive parchment copy of the Declaration of Independence to learn about conservation efforts to protect this precious document. (Journal pgs. 243-245)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 246. Complete each paragraph with terms from the word bank.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Interpreting the Declaration of Independence (75 minutes)	Examine six unique copies of the Declaration of Independence and discover how each affected history. Translate passages and answer questions about each primary source. (Journal pgs. 247-256)	<p><i>Activity Card: Primary Sources</i> Set up stations around the room, and place two copies of each Activity Card from <i>Activity Cards: Primary Sources</i> at each station. There are six cards, each with a version of the Declaration of Independence.</p> <p>Consider adding flourishes to make the classroom feel like a museum or a library, such as adding "Do Not Touch" or "Quiet Please" signs.</p>
Show What You Know (10 minutes)	Summary & Student Journal responses. List four things one would tell their family about the Declaration of Independence. (Journal pgs. 257-258)	Graded as a performance task.

Lesson Title Elements	<i>Lesson 13: The American Revolution</i>	Amendments/Advance Preparation
Preview Activity (25 minutes)	Determine the strategies and skills of two competing teams. (Journal pgs. 259-261)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 262 Complete each sentence that	Reference Vocabulary Toolkit for suggested activities

	relates to the image by using the words in the box.	
Hands-On Activity: Playing Tug-of-War (30 minutes)	Play a game of tug-of-war with your classmates. (Journal pg.263)	<p>Coth, Cotton, Prize, Rope, Stopwatch <i>Activity Card: Playing Tug-of-War</i></p> <p>Divide the students into three groups—the Blue Team, the Red Team, and the White Team—according to height, as explained on the Activity Card. These are representative of the Continental Army (Blue Team), the British Army (Red Team), and the Colonial allies (White Team), such as the French.</p> <p>The slideshow includes an animated tug-of-war (based on the Activity Card). If students are playing tug-of-war, ensure that they do not view this video until AFTER they play. If students are unable to play tug-of-war, this can be used to show them the course of the game.</p>
Hands-On Activity: Connecting Tug-of-War to the American Revolution (60 minutes)	Discover how the game of tug-of-war connects to historical events during the American Revolution. (Journal pgs. 264-272)	<p><i>Read selected excerpts of your choice from “Independent Dames” by Laurie Halse Anderson.</i></p> <p><i>Read aloud from “The Scarlet Stockings Spy” by Trinka Hakes Noble</i></p>
Show What You Know (10 minutes)	Summary & Student Journal responses. Design a historical marker to commemorate how the Continental army emerged victorious against the world's most formidable military force. (Journal pgs. 273-274)	<ul style="list-style-type: none"> • Supplemental: Brain Pop Activity - American Revolution https://www.brainpop.com/socialstudies/ushistory/americanrevolution/ <p>Graded as a performance task.</p>

Diversity, Equity & Inclusion Educational Resources:
<https://www.nj.gov/education/standards/dei/index.shtml>

Unit Modifications for Special Population Students

Advanced Learners	<p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> • Native Americans & Europeans – Allies and Enemies • Taxes, Then & Now • Primary Source- Stamp Act 1765 • Patrick Henry, Radical Revolutionary • Can You Believe Everything You Read? • Public Policy: Why, How, Who? • New Inventions in the Early Days of the United States • Primary Source- Speeches by William Pitt & Edmund Burke • Primary Source- Patrick Henry's "Give Me Liberty or Give Me Death" • Jefferson's Conflict: Ideas vs. Reality • Independence Day and Other Holidays Celebrated by Americans • Symbols of the United States • Perspectives on the Revolutionary War
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	<ul style="list-style-type: none"> • Military Organizations from Revolutionary Times • Native Americans & Colonists in the American Revolution • Biography- Women of the American Revolution • Primary Source- Money & the Revolution <p>Lesson 10 - Have students research the numerous protest songs that were popular in the years leading up to the American Revolution. Have students discuss the reasons why Great Britain would have ignored these protests. Then have students choose one of the events from the lesson and write a song from the viewpoint of King George. The song should explain the king's reasons for actions that he and the British Parliament took to restrict or punish the colonists. Students may write the lyrics to fit the melody from a song they know. Invite students to sing their songs for the class.</p> <p>Lesson 11 - Have students research the use of newspapers such as <i>The Boston Gazette</i> to spread news about the issues leading to the Revolutionary War. Using poster paper, create a one-page newspaper dated in the year of 1775. The newspaper might include letters to the editor from a Loyalist and a Patriot, a report on a letter from a Committee of Correspondence about events in another colony, an interview with a well-known person of the time, or an article reporting recent problems that might lead to war. Encourage students to add their own ideas to the newspaper as they model it after actual newspapers of the era..</p> <p>Lesson 12 - Have each student research one of the men who signed the Declaration of Independence. They should identify why the man was chosen to participate and how he felt about the colonies separating from Great Britain. Conduct a signing ceremony for the Declaration of Independence, and have each student role-play his or her historical figure and explain, in a short speech before signing, why he is supporting the document.</p> <p>Lesson 13 - Have students further investigate some of the important battles that led to the American colonists' victory over the British. Encourage students to identify basic information about their chosen battle as well as any military plans that led to the victory. Have students create a visual to explain the battle and deliver an "on-the-scene" news report about the battle to the class.</p>
Struggling Learners	<p>Students may access the text through multiple measures such as listening to the audio of the text, partner reading, teacher reading, and independent reading.</p> <p>Use tool bar to access main ideas, highlighting feature and notes.</p> <p>Reading level can be adjusted to Level B</p> <p>Text can be read to students through the program.</p> <p>Lesson 10 - Conduct a pre-reading session before students read each section. For each numbered section, ask, What is the title of this section? What are the headings in this section? What do you see in the image? Which subsection corresponds to the image? What do you already know about the heading topic? What do you want to know about this topic? Then have students read and complete the corresponding Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.</p> <p>Lesson 11 - In the Hands-On Activities, consider assigning students to the roles of Actor and Costume Designer. These require less writing than the other two roles in the activities.</p>

	<p>In Hands-On Activity: Debating Independence, after the debate, summarize the story of each Patriot and Loyalist. Either have each group provide a brief summary of their assigned figure, or ask each group questions about their figure.</p> <p>Lesson 12 - In Hands-On Activity: Interpreting the Declaration of Independence, students are asked to try to find the passage in the primary sources in <i>Activity Cards: Primary Sources</i>. Eliminate this step so that students can focus on the language in the Declaration of Independence. Additionally, students are asked to read all five sections of the text as part of the Hands-On Activity. Consider reading these sections as a class or breaking up the reading (e.g., students alternate between reading a section and visiting a station) to support students.</p> <p>Lesson 13 - Conduct a pre-reading session before students read each section. For each numbered section, ask, What is the title of this section? What do you see in the image? What do you already know about the section topic? Then have students read and complete the Activity Notes for this section. Review the answers as a class. Repeat these steps as needed for each section.</p>
<p>English Language Learners</p>	<p>There is a Spanish version for each unit. The Immersive Reader can also be used. See struggling learner section for more modifications.</p> <p>Lesson 10 - As students complete the Activity Notes, support their understanding of the relationship between Great Britain and its colonies while also developing their fluency. After students complete each section of the Activity Notes, have pairs role-play a discussion of the event described. One student should role-play Great Britain telling the colonists what to do. The other student should role-play the colonists reacting to the information shared by Great Britain. Model the first role play, and encourage students to raise their voices and use body language to express indignation and frustration.</p> <p>Lesson 11 - Provide an alternative Preview assignment to reinforce vocabulary and develop fluency. Introduce an issue that students might have strong feelings about (e.g., making the school day begin and end a half hour earlier). Have students move to different corners of the room according to their opinion. One corner will be for the students who want to keep things the same (Loyalists), one corner will be for the students who want change (Patriots), and one corner will be for the students who do not take sides (neutral colonists). Have students orally share their opinions. Make the connection to the content by explaining that the colonists took these same positions in the debate on whether the colonies should become independent.</p> <p>Lesson 12 - During Hands-On Activity: Interpreting the Declaration of Independence, provide students with the excerpts from the Declaration of Independence already rewritten in simpler words. Then have students try to restate the excerpts in their own words. Have them create a drawing that will help them remember what each excerpt is about.</p> <p>Lesson 13 - Help students make a more concrete connection to the lesson. During Hands-On Activity: Connecting Tug-of-War to the American</p>

	<p>Revolution, consider having students re-create the tug-of-war. In this re-creation, lead students to explicitly identify each text connection aloud. Also, in the online reading, use the Main Ideas button in the toolbar to highlight the most important points in the text. Students may do this on their own, or these could be read as students re-create the tug-of-war.</p>
Special Needs Learners	<p>Special education teacher can modify text and presentations. For special needs learners the “Read and Do’s” do not need to be completed. For activities more time may be used to complete the activities. or activities may be modified based upon 504 or IEP guidelines.</p> <p>See struggling learner section for more modifications</p> <p>Lesson 10 - Reduce the number of events (slides) covered in Hands-On Activity: Measuring Unrest in the Colonies. Have students discuss the tension and unrest of a few of the seven events. Then rank only those events at the end of the slideshow.</p> <p>As an alternative Show What You Know assignment, students should choose one of the events in the Activity Notes and create a protest poster about the event.</p> <p>Lesson 11 - Provide an alternative Show What You Know assignment. Explain that prior to newspapers, town criers were used to call out important information to people in the colonies. Tell these students they will each play the role of the town crier reporting on the class debate they took part in. Have the students write a brief summary of the important details from the debate. Then provide an opportunity for them to be the town criers in class and share their summaries.</p> <p>Lesson 12 - For Hands-On Activity: Interpreting the Declaration of Independence, place students in mixed-ability pairs. Also, consider having students answer only the Focus Questions at each station. Then bring students together to translate the passages as a class.</p> <p>Lesson 13 - During Hands-On Activity: Playing Tug-of-War, if students are not physically able to participate in the game, invite them to read the rule changes (i.e., Verbal Instructions) on <i>Activity Card: Playing Tug-of-War</i>. Alternatively, use the animation in the slideshow to demonstrate the course of the game. Then review the game and its rule changes as an analogy for key developments in the American Revolution. Provide a simplified Show What You Know assignment that reinforces the main content of the lesson. Have students write a one-paragraph newspaper article describing how the colonists won the American Revolution. Students should write the article to answer who, what, when, where, and how questions about the war. Allow students to include an illustration with their article.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

1. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

5. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

6. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
7. NJSLSA.L. Anchor Standards: Language

Knowledge of Language

8. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

9. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

10. NJ.RI.5. Progress Indicators for Reading Informational Text

Key Ideas and Details

11. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
12. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

13. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

15. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
16. RI.5.8. Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which point(s).

NJ.RF.5. Progress Indicators for Reading Foundation Skills

Fluency

- 17. RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- 18. RF.5.4. A. Read grade-level text with purpose and understanding.

NJ.W.5. Progress Indicators for Writing

Research to Build and Present Knowledge

- 19. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 20. W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

NJ.SL.5. Progress Indicators for Speaking and Listening

Comprehension and Collaboration

- 21. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- 22. SL.5.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- 23. SL.5.1. B. Follow agreed-upon rules for discussions and carry out assigned roles.
- 24. SL.5.1. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- 25. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

26. NJ.L.5. Progress Indicators for Language

Vocabulary Acquisition and Use

- 27. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Integration of 21st Century Skills

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Core Idea:

Communicate clearly and effectively and with reason.

Performance Expectation:

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with

	<p>others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>
<p>Core Idea: Demonstrate creativity and innovation.</p>	<p>Performance Expectation: Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Core Idea: Employ valid and reliable research strategies.</p>	<p>Performance Expectation: Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.</p>

Unit Title: *Unit 2: Civics and Economics in America***Unit Description:**

In this unit, students learn how and why the U.S. Constitution was drafted as well as its impact today. Students look at the Articles of Confederation and explain why it ultimately failed, examine how the Constitutional Convention balanced the needs of each state, explain what was the purpose of the Preamble of the Constitution, explain the importance of laws, and closely explore the Bill of Rights.

Unit Duration: 28 instructional periods**Desired Results****Standards:**

- In a representative democracy, individuals play a role in how government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

Indicators:

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- 6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.
- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
- 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.
- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Understandings:

Students will understand that...

Lesson 14 Objectives:

- Identify the weaknesses in the Articles of Confederation and the work of the delegates

Essential Questions:

Unit Essential Question:

How did the Constitution and Bill of Rights give Americans a foundation for political and economic success?

to the Constitutional Convention that led to the creation of the U.S. Constitution.

- Examine and list the key powers of the three branches of government created by the Constitution.
- Identify which branch(es) of the government can act in certain situations.
- Identify three issues that the delegates to the Constitution Convention agreed on and three that they debated.
- Draw on information from print sources to determine main ideas and details. (reading)
- Demonstrate an understanding of one's emotions.
- Communicate clearly and effectively.

Lesson 15 Objectives:

- Use visual literacy skills to match illustrations to the freedoms protected in the Bill of Rights.
- Identify key rights protected under the Bill of Rights.
- Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights.
- Explain roles in a tableau vivant. (speaking)
- Recognize injustice at the institutional or systemic level.
- Express empathy when people are excluded or mistreated because of their identities.
- Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, and languages.

Lesson 16 Objectives:

- Explain the civic responsibilities of U.S. citizens.
- Analyze quotations from the Founders about civic values and discuss if they are still relevant today.
- Analyze options and take informed action to address a local or regional problem.
- Organize research information into tables and diagrams to show connections. (reading)
- Present and support decisions in a multimedia presentation. (speaking and listening)
- Listen to solutions and critique their effectiveness. (speaking and listening)

Lesson Essential Questions:

Lesson 14:

What are the key features of the U.S. Constitution?

Lesson 15:

What are the basic rights and freedoms of the American people?

Lesson 16:

What does it mean to be a citizen of the United States?

Lesson 17:

How did the Founding Fathers create the economy we use today?

<ul style="list-style-type: none"> • Identify a figure relevant to the history of social justice. • Recognize a personal responsibility to stand up to exclusion, prejudice, and injustice. • Plan and carry out collective action against injustice in the world. <p>Lesson 17 Objectives:</p> <ul style="list-style-type: none"> • Explain how the U.S. free market economy works. • Understand how the Constitution influences our economic system. • Analyze primary source excerpts. (reading) • Construct an argument with a claim and evidence. (writing) • Listen to and critique arguments. (speaking and listening) • Apply problem-solving skills to a variety of situations. • Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels. 	
Assessment Evidence	
<p>Performance Tasks: Show What You Know</p> <ul style="list-style-type: none"> • Lesson 14: Watch six videos depicting checks and balances in action and decide which branch of government is checking another. • Lesson 15: Use your knowledge of the Bill of Rights to determine whether newspaper headlines describe an event that is legal in the United States. • Lesson 16: Match rules of civility that George Washington was assigned to copy as a student to emojis that the rules represent. • Lesson 17: Connect terms to images relating to each of the five sections in the lesson. Write a sentence to demonstrate this connection. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Hands-On Activities • Lesson Games • Formative Assessments • Student interactive notebook assignments
<p>Benchmarks: Benchmark will be given at the completion of Unit 3.</p>	

Learning Plan

Lesson Title Elements	Lesson 14: The Constitution	Amendments/Advance Preparation
Preview Activity (25 minutes)	Learn about the weaknesses of the Articles of Confederation by voting on which animal your class wants as a mascot. (Journal pgs. 281-284)	Divide students in 13 groups—no more, no less. Each group should have between one and three members. Cut out the voting cards from <i>Activity Card: Voting Cards</i> . Give each group one voting card. The voting is rigged to prevent any of the mascot candidates from achieving nine votes. The potential allocation of votes is shown in the table below.
Vocabulary Activity (10 minutes)	Vocabulary Activity pgs. 285-286 Complete this article about the branches of government by filling in the blanks.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Creating a Graphic Organizer of the U.S. Government (40 minutes)	Watch a video about the creation of the U.S. Constitution and create a graphic organizer to show how the U.S. government functions. (Journal pgs. 287-295)	<i>Activity Card: Voting Rights</i> To ensure that each element of the graphic organizer can be placed, position the bottom of the image of the Capitol at the same level as (or higher than) the bottom of the triangle.
Hands-On Activity: Watching Checks and Balances in Action (40 minutes)	Watch six videos depicting checks and balances in action and decide which branch of government is checking another. (Journal pgs. 296-298)	Supplemental (optional) online Civics games: <i>icivics.org</i>
Show What You Know (15 minutes)	Summary & Student Journal responses. Determine which information describes the executive, judicial, or legislative branches of government. (Journal pgs. 299-300)	<ul style="list-style-type: none"> Supplemental Brain Pop Activity- Branches of Government https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/ Supplemental Brain Pop Activity- Articles of Confederation. https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/ Graded as a performance task.

Lesson Title Elements	Lesson 15: The Bill of Rights	Amendments/Advance Preparation
Preview Activity (25 minutes)	Evaluate a set of unfair rules at a new school. (Journal pgs. 301-303)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 304 Fill in the vocabulary words as you learn about the history of the Fourth Amendment.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Performing Mini-Dramas About the Bill of Rights (75 minutes)	Working in teams students create and perform a mini drama that shows a citizen's right being violated. Then swoop in with their "Bill of Rights Shield" to protect the citizen against that violation. (Journal pgs. 305-314)	Divide the class into six groups. Some groups may be slightly larger than others. Assign each group an amendment by giving them one of the <i>Activity Card: Shields</i> .

Extension: Current Connections (45 minutes)	Find and share a local or current example of a right protected by the Bill of Rights.	Supplemental (optional) online Civics games: <i>lcivics.org</i>
Show What You Know (20 minutes)	Summary & Student Journal responses. Use your knowledge of the Bill of Rights to determine whether newspaper headlines describe an event that is legal in the United States. (Journal pgs. 315-316)	<ul style="list-style-type: none"> • Supplemental Brain Pop Activity – Bill of Rights https://www.brainpop.com/socialstudies/usgovernment/billofrights/ • Supplemental Brain Pop Activity - Miranda Rights https://www.brainpop.com/socialstudies/usgovernment/mirandarights/ • Supplemental Brain Pop Activity - Supreme Court https://www.brainpop.com/socialstudies/usgovernment/supremecourt/ <p>Graded as a performance task.</p>
Lesson Title Elements	<i>Lesson 16: Our Role in Government</i>	Amendments/Advance Preparation
Preview Activity (15 minutes)	Identify problems and solutions that relate to citizenship and civic values. (Journal pgs. 317-219)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 320 Write the vocabulary word and its definition next to the image that best represents that vocabulary word.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Exploring Civic Values Then and Now (55 minutes)	Analyze how the words of early patriots still inspire civic values today. (Journal pgs. 321-330)	Supplemental (optional) online Civics games: <i>lcivics.org</i>
Hands-On Activity: Creating a Plan to Improve Your Community (45 minutes)	To express civic values, work with a group to create a plan to improve your community. (Journal pgs. 331-332)	<p><i>*Plan must focus on Global Warming in order to address state standards.</i></p> <p>Ensure that students have access to print or online resources for their research. Consider enlisting the help of your librarian or local community members.</p> <p>In the groups, each student will be in charge of one step in the process.</p>
Extension: Presenting Your Community Problem (30 minutes)	Take action by sharing your solution with the class.	<i>*Plan must focus on Global Warming in order to address state standards.</i>
Show What You Know (10 minutes)	Summary & Student Journal responses. Match rules of civility that George Washington was assigned to copy as a student to emojis that the rules represent. (Journal pg. 333-334)	<p>Supplemental Brain Pop Activity - Citizenship https://www.brainpop.com/socialstudies/usgovernment/citizenship/</p> <p>Graded as a performance task.</p>

Lesson Title Elements	<i>Lesson 17: Shaping America's Economy</i>	Amendments/Advance Preparation
Preview Activity (15 minutes)	Design a form of money to use to purchase pencils. (Journal pgs. 335-337)	Taking note of the details on this paper money from 1756 will help students complete the Preview Activity.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 338 Fill in the missing words in a letter written by a mother to her daughter in 1800.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Free Market Economy Puzzles (40 minutes)	Complete puzzles about our free market economy. (Journal pgs. 339-344)	Review the images and audio tracks that students use to make predictions about the economic concepts that they will read about. Review both of the economic "puzzles" that students will complete. Decide whether you want students to do these individually, in pairs, or as a whole class.
Hands-On Activity: The Constitution's Influence (60 minutes)	Complete puzzles about the Constitution as they relate to money, trade, and business. (Journal pgs. 345-348)	
Show What You Know (10 minutes)	Summary & Student Journal responses. Connect terms to images relating to each of the five sections in the lesson. Write a sentence to demonstrate this connection. (Journal pg. 349-350)	Supplemental Brain Pop Activity - Supply and Demand https://www.brainpop.com/math/dataanalysis/supplyanddemand/ Graded as a performance task.

Diversity, Equity & Inclusion Educational Resources:
<https://www.nj.gov/education/standards/dei/index.shtml>

Unit Modifications for Special Population Students	
Advanced Learners	<p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> • Inside the Constitutional Convention • Who are "We the People"? • Crafting the Constitution: The Art of Compromise • Establishing a Limited Government • Our Federal System of Government • Federalists and Anti-Federalist Views of Government • Voting Rights • Biography- The Great Compromise: How Rodger Sherman Saved the Constitution • Primary Source- Our Constitutions: Foundations of Democracy • Individual's Rights vs. Society's Needs • Changing the Constitution • Our Living Constitution • How Students Make a Difference • The U.S. Free Enterprise Economy • Making Economic Choices: Opportunity Costs, Benefits, & Incentives <p>Lesson 14: Have students research the debate over ratifying the Constitution. First, have them research the ideas of those at the Constitutional Convention who argued in favor of the Constitution, such as Alexander Hamilton, James Madison, and John Jay. Then, ask them to</p>

	<p>research concerns about the Constitution expressed by leaders including Thomas Jefferson and James Madison. Using facts gained from research, students should write a short speech or partake in a debate from the perspective of the Federalists (Hamilton) or the Anti-Federalists (Jefferson). Provide an opportunity for students to share their speeches in class.</p> <p>Lesson 15: Have students research two legal cases concerning freedoms protected by the Bill of Rights. From the information gathered in their research, students should pick three artifacts that they might put in a museum to celebrate the Bill of Rights. For each artifact, students should summarize how it shows the importance of the Bill of Rights in our country. For example, students might choose the black armband from the Tinker case to show that a student has free speech in school as long as that speech does not disrupt the educational mission of the school.</p> <p>Lesson 16: During Extension: Presenting Your Community Problem, students can research ethical issues, multiple perspectives, trends, and change over time as it relates to the issue they are trying to improve in their community by using the <u>Depth and Complexity Iconic Prompts</u>. Encourage groups to share their multimedia presentations with a wider audience, perhaps by inviting parents and others in the community to observe the presentations, by posting the presentations on a school blog or website, or by sending them to local politicians. (Make sure to follow school guidelines for sharing student work.) Bring the inquiry process full circle by having groups brainstorm additional questions they now have after completing their presentations. Discuss the next steps students could take to continue to learn more about their particular issue or to dig into related issues. Ask students to complete a self-assessment or project rubric so they can monitor their own learning and reflect on their strengths and areas for growth related to the project.</p> <p>Lesson 17: Encourage students to look for additional real-life examples of ways the government is involved in the economy. Then, as a class, discuss their examples and see if students can connect them to any parts of the Constitution. Students can also compare and contrast the roles of Alexander Hamilton and Thomas Jefferson using a Venn diagram or other graphic organizer.</p> <p>As an additional challenge, have students analyze the following constitutional excerpts. Students should paraphrase each excerpt in their own words and then brainstorm a specific example showing how the economic concept described in the excerpt would work in the real world.</p> <p><i>“No Tax or Duty shall be laid on Articles exported from any State.”</i> —Article 1, Section 9</p> <p><i>“No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.”</i> —Article 1, Section 9</p>
Struggling Learners	<p>Students may access the text through multiple measures such as listening to the audio of the text, partner reading, teacher reading, and independent reading.</p> <p>se tool bar to access main ideas, highlighting feature and notes.</p>

	<p>Reading level can be adjusted to Level B Text can be read to students through the program.</p> <p>Lesson 14: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Inform the class that reading parts of the Constitution is difficult for everyone! It is written in a style that readers of modern English may not be familiar with. It also uses some older terms that we may not recognize today. Teach students that they do not need to be able to understand every word in a primary source to figure out the main idea.</p> <p>Lesson 15: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Group students strategically so they have support with the reading of their assigned section of the Bill of Rights. Modify the writing requirements to fit students' level of performance.</p> <p>Lesson 16: Ensure students have a clear understanding of the term <i>civic values</i> and its application to the lesson. Before Hands-On Activity: Exploring Civic Values Then and Now, list key words to have students highlight in the text before they start reading the quotations and/or have students first review and circle unfamiliar words. Work with students to identify which words are actually necessary to understand the quotation. Support students during the discussions of the primary source quotations from by providing definitions of key words and vocabulary. Also, have volunteers read each section aloud while the rest of the class follows along. Complete reading and writing as a class or in a small group, and make sure that students understand the main ideas of the section before moving on through written or oral discussion.</p> <p>Lesson 17: Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Highlight key words or phrases that will help students follow the text and complete their Activity Notes for each Hands-On Activity. For the Show What You Know Activity, ask students to write key words and draw images, or reduce the number of sentences required, based on student ability and need. Allow students to work in pairs to complete reading and writing activities. Provide a small group or 1:1 support for struggling readers.</p>
English Language Learners	<p>There is a Spanish version for each unit. The Immersive Reader can also be used. See struggling learner section for more modifications.</p> <p>Lesson 14: Build background knowledge on the U.S. Constitution, the branches of government, and checks and balances, including key vocabulary terms. There are many videos related to these topics readily available online. Look in the Enhanced Learning tab for ideas as well. Have students watch videos on these before Hands-On Activity: Creating a Graphic Organizer of the U.S. Government.</p> <p>Complete an interactive reading of key parts of the U.S. Constitution to increase understanding.</p> <p>During Hands-On Activity: Watching Check and Balances in Action, post a chart at the front of the room to record information on checks and balances. After each situation is introduced, have students rephrase the situation in their own words to identify the type of power that might be needed. As students share answers, record the types of checks and balances they describe on the chart.</p>

	<p>Lesson 15: Support students' understanding of the vocabulary words and key terms throughout the lesson. Assist with the reading of the history of the Fourth Amendment in the Vocabulary section. Chart the words and meanings of these terms for easy reference for students. Allow students to draw and write key words in the Hands-On Activity Notes instead of complete sentences. Use the strategy of Total Physical Response, or TPR, during the Vocabulary Activity and Hands-On Activity sections of the lesson to increase meaningful learning opportunities and language retention.</p> <p>Lesson 16: In Hands-On Activity: Exploring Civic Values Then and Now, support students with their understanding of the primary source quotations by referring them to the corresponding images. Provide developmentally appropriate vocabulary to help them analyze the quotations.</p> <p>During Extension: Presenting Your Community Problem, make sure all students participate in the presentations, but allow some students to have smaller speaking parts. Provide sentence starters to support students as they plan and rehearse. You may want to require groups to write a detailed script during the planning phase. Before recording, have students peer edit their scripts and then show them to you for further editing and/or final approval.</p> <p>Lesson 17: Explain what a free market economy is using students-friendly language and examples. Provide definitions for <i>supply, demand, producer, consumer, goods, tariffs, patent, currency, and specialization</i>. Use the strategy of Total Physical Response, or TPR, during the Vocabulary and Hands-On activities to increase meaningful learning opportunities and language retention. Have students create drawings for each word to help reinforce the key terms and their meanings. Ask students from different countries to research and share information on their native country's currency and/or economic system.</p>
<p>Special Needs Learners</p>	<p>Special education teacher can modify text and presentations. For special needs learners the "Read and Do's" do not need to be completed.</p> <p>For activities more time may be used to complete the activities. or activities may be modified based upon 504 or IEP guidelines.</p> <p>Lesson 14: Explain to students that the U.S. Constitution is a primary source, and they do not need to understand every word in a primary source to figure out the main ideas. The focus should be key words and ideas.</p> <p>During Hands-On Activity: Watching Check and Balances in Action, provide an alternative assignment. Have students examine the four headlines below. For each headline, have students identify the branch of government responsible for the action and the branch of government that can check the action. Remind them to refer to the lesson as a resource. Provide a simple graphic organizer for recording ideas.</p> <ol style="list-style-type: none"> 1. United States Signs Peace Treaty with Germany 2. Law Passed to Set a National Speed Limit 3. Chief Justice Decides to Retire 4. United States Enters War

	<p>Lesson 15: Define any key words related to the Bill of Rights prior to the Hands-On Activity. Provide students with a chart or resource that lists the key points of the amendment that they can use in their mini dramas. Define and explain the headlines in the Show What You Know assignment. For each headline, give students the actual text of three amendments, paraphrasing them in simple words if necessary. Have students choose the correct amendment and underline the words in the amendment that explain why the event named in the headline is legal or illegal.</p> <p>Lesson 16: During the Preview, work in a small group with students to complete the Activity Notes. Lead the discussion to identify problems that students are interested in but that you can also easily find print and online resources about. Assist with getting their ideas down in their journals by modeling an example and/or charting students' oral responses for students to use.</p> <p>Before students begin to conduct research during Hands-On Activity: Creating a Plan to Improve Your Community, locate some basic sources yourself. Then you can provide these to individual students and/or groups as needed during the research process.</p> <p>Lesson 17: Ask students to take the lead in the Preview Activity. Ask them to share with the class the money they designed. During the Hands-On activities, pair students strategically so that they have additional support in completing the economic puzzles. Complete the Show What You Know Activity in a small group with an adult. Allow students to generate sentences orally instead of in written form.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504 https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

1. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

5. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6. NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

7. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
8. NJSLSA.L. Anchor Standards: Language

Knowledge of Language

9. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

10. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJ.RI.5. Progress Indicators for Reading Informational Text

Key Ideas and Details

11. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
12. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

13. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

14. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
15. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
16. NJ.RF.5. Progress Indicators for Reading Foundation Skills

Fluency

17. RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
18. RF.5.4. A. Read grade-level text with purpose and understanding.

NJ.W.5. Progress Indicators for Writing

Research to Build and Present Knowledge

19. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
20. W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

NJ.SL.5. Progress Indicators for Speaking and Listening

Comprehension and Collaboration

21. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
22. SL.5.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
23. SL.5.1. B. Follow agreed-upon rules for discussions and carry out assigned roles.

24. SL.5.1. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
25. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

NJ.L.5. Progress Indicators for Language

Vocabulary Acquisition and Use

26. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Integration of 21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Core Idea: Act as a responsible and contributing citizen and employee	Performance Expectation: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Core Idea: Communicate clearly and effectively and with reason.	Performance Expectation: Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Core Idea: Utilize critical thinking to make sense of problems and persevere in solving them.	Performance Expectation: Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Unit Title: Unit 3: Manifest Destiny to Today**Unit Description:**

In this unit students will examine how life in the United States has changed since industrialization. Students will look at how the sequence of events in the 20th century helped shape the culture of modern U.S.

Unit Duration: 12 instructional periods

Desired Results**Standards:**

- Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- In a representative democracy, individuals play a role in how government functions.
- In a representative democracy, individuals elect representatives to act on the behalf of the people.
- Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.
- It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
- Individuals have the right to be safe and not to be bullied or discriminated against.

Indicators:

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.
- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.
- 6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
 - 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
 - 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
 - 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
 - 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
 - 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
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- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
 - 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
 - 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
 - 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
 - 6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.
 - 6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.
 - 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
 - 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
 - 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
 - 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
 - 6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.
 - 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
 - 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
 - 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
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- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
 - 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

- 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
- 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

Understandings:

Students will understand that...

Lesson 22 Objectives

- Appreciate the power of a timeline to help understand key historical periods in modern U.S. history.
- Watch a video about eight periods in modern U.S. history and empathize with students affected by that time period.
- Evaluate the influence of these historical periods on the present-day United States.
- Prepare and present skits on a specific topic. (speaking and listening)
- Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience. (writing)
- Learn about other people's lives and experiences, ask questions respectfully, and listen carefully and non-judgmentally.
- Understand that the way groups of people are treated today and the way they have been treated in the past are part of what makes them who they are.
- Recognize that there are people and groups who have worked throughout history to bring more justice and fairness to the world.

***Our Community and Beyond**

Lesson 13 Objectives

- Distinguish between public and private services.
- Analyze images related to various public services.
- Evaluate the relative importance of different public services.

Essential Questions:

Unit Essential Question

How did technology transform the United States?

Lesson 23:

How has life in the United States changed since industrialization?

***Our Community and Beyond**

Lesson 13:

What different services does our community have?

<ul style="list-style-type: none"> • Use a bar graph and a pictograph to represent numerical data. • Orally debate the importance of various public services. (listening and speaking) • Write a proclamation. (writing) • Make constructive and respectful choices that consider the well-being of self and others. • Communicate clearly and effectively. 	
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Assessment Evidence

Performance Tasks: Show What You Know <ul style="list-style-type: none"> • Lesson 22: Create a timeline of events that have happened in your community. *Our Community and Beyond <ul style="list-style-type: none"> • Lesson 13: Students select one public service in their community and create a poster illustrating the importance of the service. 	Other Evidence: <ul style="list-style-type: none"> • Hands-On Activities • Lesson Games • Formative Assessments • Student interactive notebook assignments
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Benchmarks: Benchmark will be given at the completion of Unit 3.

Learning Plan

Lesson Title Elements	Lesson 22: The Modern United States	Amendments/Advance Preparation
Preview Activity (15 minutes)	Interpret a timeline depicting eight key historical time periods since the Civil War. (Journal pgs. 429-431)	
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 432. Use information from the text to complete the chart for each vocabulary term.	Reference Vocabulary Toolkit for suggested activities
Hands-On Activity: Stepping Into Modern U.S. History (75 minutes)	Watch videos depicting eight periods in modern U.S. history and put yourself in the shoes of the people you meet. (Journal pgs. 433-443)	Divide the number of section topics as you see fit. You may wish to cover some topics one day and the rest the next. Read aloud the following books: “Lillian’s Right to Vote” by Jonah Winter and Shane W. Evans “Sit-In” by Andrea Davis Pinkney “Separate is Never Equal” by Duncan Tonatiuh
Hands-On Activity: The Information Age and Beyond (30 minutes)	Create a timeline on a subject of your choice and predict how the world might change in the next 10–20 years. (Journal pgs. 444-445)	Student can either draw each timeline event or describe it in a short sentence. Have students either present their timelines to the class or hang them around the room for a gallery walk.

Show What You Know (20 minutes)	Summary & Student Journal responses. Create a timeline of events that have happened in our community. . (Journal pg. 446)	Supplemental Brain Pop Activities: World War I https://www.brainpop.com/socialstudies/ushistory/worldwari/ Causes of the Great Depression: https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/ Great Depression: https://www.brainpop.com/socialstudies/ushistory/greatdepression/ World War II https://www.brainpop.com/socialstudies/ushistory/greatdepression/ Cold War https://www.brainpop.com/socialstudies/ushistory/coldwar/ Civil Rights Movement https://www.brainpop.com/socialstudies/ushistory/civilrights/ September 11 https://www.brainpop.com/socialstudies/ushistory/september11th/ Graded as a performance task.
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Lesson Title Elements	*Our Community and Beyond <i>Lesson 13: Providing Public Services</i>	Amendments/Advance Preparation
Preview Activity (10 minutes)	Students watch a video of a typical community and predict what types of things they see that are common in every community. (Journal pgs. 270-281)	The community scenes shown include: <ul style="list-style-type: none"> • a park (an open green area to run around) • students getting on a school bus • a doctor • firefighters • a police car • public transportation Encourage students to think of services that are similar in their community, and to brainstorm other services that are not shown in the video.
Vocabulary Activity (10 minutes)	Vocabulary Activity pg. 282 Complete the news article with the correct terms.	Reference Vocabulary Toolkit for suggested activities

Hands-On Activity: Community Services and Taxes (20 minutes)	Explore why people join communities and how public services are paid for. . (Journal pgs. 282-288)	The video does not have audio so that students can discuss as the video plays. <i>Activity Card A-F: Public Services</i>
Hands-On Activity: Public Services and Their Importance (70 minutes) *OPTIONAL	Learn about six different public services and rank their importance. . (Journal pgs. 289-301)	Prior to starting the activity, designate three areas in the classroom where you want students to line up for their vote: "not very important," "somewhat important," and "very important." Consider making signs that read "not very important," "somewhat important," and "very important" for the human bar graph portion of the activity. <i>Activity Card A-F: Public Services</i>
Show What You Know (20 minutes)	Summary & Student Journal responses. Students select one public service in their community and create a poster illustrating the importance of the service. (Journal pg. 302)	Graded as a performance task.

Diversity, Equity & Inclusion Educational Resources:
<https://www.nj.gov/education/standards/dei/index.shtml>

Unit Modifications for Special Population Students	
Advanced Learners	<p>Students may complete the Reading /Explore Activities:</p> <ul style="list-style-type: none"> • Buying Goods: Then and Now • How the Factory System Changed Work in the United States • Equal Opportunity & Economic Growth • Leaders & Leadership in Modern America • Technological Changes & Challenges in Modern America • Biography- American Scientists & Inventors • Immigration Then and Now • Study Your Community- How Do Service Organizations Help Our Community? • Transportation Systems <p>Lesson 22: Help students make specific connections between the key content in this lesson and material that has been covered in previous lessons. Have students review their Student Journals and identify the subjects that have been covered (exploration, colonization, American Revolution, formation of a new government, Civil War). Arrange these events on a timeline, and have students think of one picture for each event. As a class, write a short summary for each part of this timeline. Use this timeline to introduce the idea of creating a timeline that integrates the material in this lesson. After students have read the lesson, repeat this activity but with the seven new historical periods. Display this timeline in class.</p> <p>*Our Community and Beyond Lesson 13: After the Show What You Know activity, have students share their poster pages in small groups. Have the class choose one of the public</p>

	<p>services (you may want to ask the class to vote) and then use the information on their posters to create a mural on butcher paper for that service. Groups can each work on one panel or section of the mural. Optionally, arrange for a representative of the public service depicted in the mural to come talk with the class and accept the mural as a thank-you from the students.</p>
Struggling Learners	<p>Students may access the text through multiple measures such as listening to the audio of the text, partner reading, teacher reading, and independent reading.</p> <p>se tool bar to access main ideas, highlighting feature and notes.</p> <p>Reading level can be adjusted to Level B</p> <p>Text can be read to students through the program.</p> <p>Lesson 22: Use the Toolbar in the online text as a means of increasing reading comprehension. Highlight key words or phrases that will help students follow the text and complete their Activity Notes for Hands-On Activity: Stepping into Modern U.S. History. Pair students strategically so they are successfully able to read the text and complete their written answers. If necessary, complete the Activity Notes in a small group, and make sure that students understand the main ideas of the section before moving on.</p> <p><u>*Our Community and Beyond</u></p> <p><i>Lesson 13:</i> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Provide reading support during the Vocabulary activity titled, “Firefighters Save Walnut Grove Elementary.” Consider charting responses to the Student Journal prompt asking students to come up with four reasons why people join communities so they have a word bank to use when writing. Pair students strategically so they have adequate reading and writing support during Hands-On Activity. Modify the requirements of the Activity Notes to reduce the writing burden for struggling students.</p>
English Language Learners	<p>There is a Spanish for each unit. The Immersive Reader can also be used. See struggling learner section for more modifications.</p> <p>Lesson 22: Have students choose one of the historical periods on the timeline to research. Ask students to find five to eight pictures of that era—particularly, key images—that can be used to create a photo collage. Alternatively, students can draw images related to the historical time periods. For each photograph or images, students should write a caption to explain what is shown. Share the photo collages with the class.</p> <p><u>*Our Community and Beyond</u></p> <p><i>Lesson 13:</i> Prior to the Preview, ask students to describe their current community, as well as any communities students and their families have belonged to in the past. Chart a list of student responses. After watching the video, encourage students to think of services that are similar in their community and brainstorm other services that aren't shown in the video. Include the vocabulary terms first responders, private services, public services, suburbs, and taxes so students are exposed to these words prior to the Vocabulary section of the lesson.</p>
Special Needs Learners	<p>Special education teacher can modify text and presentations. For special needs learners the “Read and Do’s” do not need to be completed.</p>

	<p>For activities more time may be used to complete the activities. or activities may be modified based upon 504 or IEP guidelines.</p> <p>Lesson 22: Provide a more structured Show What You Know assignment. From the list below, have students choose the statement that describes the change or event that has had the most influence on their lives:</p> <ul style="list-style-type: none"> • Better transportation and inventions have made life easier. • The United States won World Wars I and II. • Television became a widespread form of home entertainment. • The Internet has made it easy to get information. • The nation struggled to give people equal rights. <p>Have students find or draw a picture related to that event development and then write a few sentences on how the event has influenced their lives.</p> <p>*Our Community and Beyond</p> <p><i>Lesson 13:</i> Before beginning the Hands-On Activity, share the images on the Activity Cards with students and ask them to discuss what they see so they are more engaged and successful in the lesson. Write the name of the public service and reading section on the back of the image so that students with special needs can find their starting point more quickly. Be sure to pair students strategically so they have adequate support during Hands-On Activity, especially during the writing of their reasons for their rankings in their Student Journals.</p>
Learners with a 504	<p>Parent and Educator Resource Guide to Section 504</p> <p>https://www.parentcenterhub.org/ocr-guide-to-section504/</p>

Interdisciplinary Connections

Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

1. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

5. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6. NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

7. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L. Anchor Standards: Language

Knowledge of Language

8. NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

9. NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJ.RI.5. Progress Indicators for Reading Informational Text

Key Ideas and Details

10. RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
11. RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

12. RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Integration of Knowledge and Ideas

13. RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
14. RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

NJ.RF.5. Progress Indicators for Reading Foundation Skills

Fluency

15. RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
16. RF.5.4. A. Read grade-level text with purpose and understanding.

NJ.W.5. Progress Indicators for Writing

Research to Build and Present Knowledge

17. W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
18. W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

19. NJ.SL.5. Progress Indicators for Speaking and Listening

Comprehension and Collaboration

20. SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
21. SL.5.1. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
22. SL.5.1. B. Follow agreed-upon rules for discussions and carry out assigned roles.
23. SL.5.1. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
24. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

NJ.L.5. Progress Indicators for Language

Vocabulary Acquisition and Use

25. L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Integration of 21st Century Skills

CRP1. Act as a responsible and contributing citizen and employee.
 CRP4. Communicate clearly and effectively and with reason.
 CRP9. Model integrity, ethical leadership and effective management.

Core Idea: Act as a responsible and contributing citizen and employee.	Performance Expectation: Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Core Idea: Communicate clearly and effectively and with reason.	Performance Expectation: Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
Core Idea: Model integrity, ethical leadership and effective management.	Performance Expectation: Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Appendix A

Additional Social Studies Lessons

****TCI "Current Connections" resources****

Inclusion of these activities and resources fulfills state mandates.

Constitution Day:

Brain Pop - <https://www.brainpop.com/socialstudies/ushistory/usconstitution/>

Constitution Video - <https://www.youtube.com/watch?v=Plf7uFAKkJc>

Nearpod - <https://share.nearpod.com/lul95fRT1eb>

Holocaust:

The Butterfly by Patricia Polacco

Escaping the Nazis on the Kindertransport by Emma Carlson Berne

Survivors of the Holocaust by Kath Shackleton

Martin Luther King Jr. Day:

Young Gifted and Black (pages 30 and 31) by Jamia Wilson

Black History Month:

Young Gifted and Black (page 32 to 61) by Jamia Wilson. *Readings of your choice
Friends for Freedom by Suzanne Slade

Research 4 different people over 4 weeks

The topics to research are:

- Dates of Birth/ Death (If that person is still alive, simply write Alive.)
- Find 3 important facts about this person.
- Insert an image or a clipart of the person.
- Find either a famous quote OR an obstacle that person faced.
- Describe a character trait demonstrated through this person's life.

Muhammad Ali Marian Anderson Maya Angelou Benjamin Banneker Ruby Bridges Ben Carson George Washington Carver Bessie Coleman Frederick Douglass Duke Ellington Althea Gibson Sarah Goode Matthew Henson Billie Holiday Langston Hughes Mae Jemison Jackie Joyner Kersee Coretta Scott King Martin Luther King, Jr. Thurgood Marshall Jesse Owens Rosa Parks Colin Powell Jackie Robinson Wilma Rudolph Sojourner Truth Booker T. Washington Phyllis Wheatley

Biographies accessed through: <https://www.ducksters.com/biography/africanamericans.php>

Womens History Month:

Super Women by Laurie Lawlor

What Would SHE Do by Kay Woodward (pages 46 to 104) *Readings for your choice

Research 1 woman each week (5 lessons) each week different category & criteria

List of women and mini biographies on: https://www.ducksters.com/biography/women_leaders/

Appendix B

Grade 5 BrainPop Lesson Correlation

TCI Lesson	BrainPop Lesson
10	
11	Causes of the American Revolution https://www.brainpop.com/socialstudies/ushistory/causesoftheamericanrevolution/ Declaration of Independence https://www.brainpop.com/socialstudies/ushistory/declarationofindependence/
12	
13	American Revolution https://www.brainpop.com/socialstudies/ushistory/americanrevolution/
14	Branches of Government https://www.brainpop.com/socialstudies/usgovernment/branchesofgovernment/ Articles of Confederation. https://www.brainpop.com/socialstudies/ushistory/articlesofconfederation/
15	Bill of Rights https://www.brainpop.com/socialstudies/usgovernment/billofrights/ Miranda Rights https://www.brainpop.com/socialstudies/usgovernment/mirandarights/ Supreme Court https://www.brainpop.com/socialstudies/usgovernment/supremecourt/
16	Citizenship https://www.brainpop.com/socialstudies/usgovernment/citizenship/
17	Supply and Demand https://www.brainpop.com/math/dataanalysis/supplyanddemand/
22	World War I https://www.brainpop.com/socialstudies/ushistory/worldwari/ Causes of the Great Depression: https://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/ Great Depression: https://www.brainpop.com/socialstudies/ushistory/greatdepression/ World War II https://www.brainpop.com/socialstudies/ushistory/greatdepression/ Cold War https://www.brainpop.com/socialstudies/ushistory/coldwar/ Civil Rights Movement https://www.brainpop.com/socialstudies/ushistory/civilrights/ September 11 https://www.brainpop.com/socialstudies/ushistory/september11th/
12	

Appendix C

Grade 5 TCI Processing Activities and Assessments Standards Correlation

Lesson	Standards
10 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.8 - Understands the interactions of people and events during the revolutionary era and the founding of our nation have shaped the world we experience today.
11 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.9 - Understands that various individual perspectives have influenced the interpretation of historical records and events.
12 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.10 - Understands the past through analysis of a variety of primary and secondary sources.
13 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.9 - Understands that various individual perspectives have influenced the interpretation of historical records and events.
14 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.2 - Understands individual and governmental roles and responsibilities in a representative democracy.
15 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.3 - Understands that we have a responsibility to promote fundamental human rights.
16 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.4 - Understands that civic-mindedness is paramount to the success of American democracy.
17 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.6 - Understands the dynamics of a free-market economy and our government.
22 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.9 - Understands that various individual perspectives have influenced the interpretation of historical records and events.
*Our Community and Beyond 12 – Show What You Know/ Assessment	<ul style="list-style-type: none">• 5.2 - Understands individual and governmental roles and responsibilities in a representative democracy.• 5.3 - Understands that we have a responsibility to promote fundamental human rights.

Appendix D

2020 New Jersey Student Learning Standards – Social Studies

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Civics and Political Institutions

	Grade 3							Grade 4			Grade 5		
6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.								1	2	3		2	3
6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).									2		1	2	3
6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.									2		1	2	3
6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.		2					7			3	1	2	3
6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.							7				1		
6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.											1	2	3
6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.												2	3
6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.												2	3
6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.								1	2				

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.										3	1		
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6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).										3	1		
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.								1	2	3		2	3
6.1.5.CivicsPD.4: Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.												2	3

Civics, Government, and Human Rights: Democratic Principles

6.1.5.Civics.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).	1	2					7				1	2	3
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).							7	1	2		1	2	3
6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.	1	2					7		2		1		

Civics, Government, and Human Rights: Processes and Rules

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.							7	1	2				3
6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.							7						
6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.												2	3
6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.										3			

Civics, Government, and Human Rights: Human and Civil Rights

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of							7				1	2	3
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expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).													
6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.													3
6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.													3
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.											1	2	3

Civics, Government, and Human Rights: Civic Mindedness

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.								1	2	3	1		
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.									2		1	2	3
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.									2			2	3
6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.									2			2	3
6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.									2				
6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.									2	3	1	2	

Geography, People, and the Environment: Human Population Patterns

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical	1	2	3	4	5	6		1	2				
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characteristics to understand the concept of regionalism.													
6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.	1	2	3					1	2				
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.				4	5	6		1	2		1		
6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.				4	5	6							
6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.				4	5	6		1	2				
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.	1	2	3				7	1	2		1		

Geography, People, and the Environment: Spatial Views of the World

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).	1	2	3	4	5	6							
6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.	1	2	3					1	2				
6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.	1	2	3										
6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).	1	2	3					1	2				

6.1.5.GeoSV.5: Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.	1	2	3					1	2				
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Geography, People, and the Environment: Human Environment Interaction

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.	1	2					7			3			
6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).	1	2					7			3			
6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.				4	5	6		1		3			

Geography, People, and the Environment: Global Interconnections

6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.	1	2	3					1	2		1		
6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.	1	2	3					1					
6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.	1	2	3					1	2				
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	1	2	3					1	2				

Economics, Innovation, and Technology: Economic Ways of Thinking

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.											1	2	3
6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.											1	2	3
6.1.5.EconET.3: Explain how scarcity and choice influence decisions made									2		1	2	3

by individuals, communities, and nations.														
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Economics, Innovation, and Technology: Exchange and Markets

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.				4	5	6	7	1	2				3
6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).				4	5	6	7	1	2				3
6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.				4	5	6	7				1		
6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.							7						
6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.								1	2				3
6.1.5.EconEM.6: Explain the system of mercantilism and its impact on the economies of the colonies and European countries.								1	2		1		

Economics, Innovation, and Technology: National Economy

6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.												2	
6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.							7		2				3
6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.							7						3
6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.				4	5	6		1					3
6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.				4	5	6							3
6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.				4	5	6						2	3
6.1.5.EconNM.7: Describe the role and relationship among households,				4	5	6							3

businesses, laborers, and governments within the economic system.														
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Economics, Innovation, and Technology: Global Economy

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.														3
6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.													2	
6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.									2					3
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.								1	2					3
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.								1						3

History, Culture, and Perspectives: Continuity and Change

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	1	2	3				7		2		1	2	3
6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.	1	2	3	4	5	6	7	1	2		1	2	3
6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.											1		
6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.								1	2				
6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.								1	2		1		
6.1.5.HistoryCC.6: Use multiple sources to make evidence-based								1	2				

inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.													
6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.								2					
6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.						7							
6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.						7		2					
6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.							1	2		1			
6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.							1	2		1			
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.								2		1			
6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.								2		1	2		
6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.								2					
6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).								2		1	2	3	

History, Culture, and Perspectives: Understanding Perspectives

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.		2	3				7	1	2		1		3
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6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.								1	2		1		
6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.								1					
6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.								1					
6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.								1	2		1		3
6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.								1	2		1	2	
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.								1	2		1		

History, Culture, and Perspectives: Historical Sourcing and Evidence

6.1.5.HistorySE.1: Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.								1	2		1		
6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.									2		1		3

History, Culture, and Perspectives: Claims and Argumentation

6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.									2		1		
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6.3 Active Citizenship in the 21st Century by the End of Grade 5

Civics, Government, and Human Rights: Participation and Deliberation

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.										3		2	
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6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.										3			
6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.										3	1		