

**East Newark Public School**  
**Social Studies Curriculum**  
**Grade 5**



**Equity Statement:**

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

**Philosophy:**

The East Newark Public School District strives to prepare our twenty-first century students with the historical knowledge to analyze change--they must understand that history is a key to their future. In an interdependent world, it is necessary that our students learn about the common qualities that unite people, cultures, societies and economic systems and recognize the political and cultural barriers that impede dialogue. The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world. The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

**Introduction:**

The curriculum has been developed to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the 2020 New Jersey Student Learning Standards. In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

**Current Events:**

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

### **Writing Across the Curriculum:**

In order for students to be successful writers, writing must take place in all content areas. Communication with the language arts teacher regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of: Outlines, Captions, Political cartoons, Summaries, Journal entries, Open-ended questions, Essays, and Research projects.

### **Best Practices:**

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth
- The ability to exercise choice and responsibility by choosing their own topics
- Opportunities for active participation in the classroom and the community
- Exploration of open-ended questions that challenge their thinking
- Opportunities for reading, writing, observing, discussing, and debating ideas
- Activities that include independent inquiry and cooperative learning
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts
- Strategies and tools to read and comprehend informational text

### **Amistad Commission and Holocaust Education:**

In order to meet the newly instated Amistad Commission Mandates, teachers and students will utilize <http://www.njamistadcurriculum.net/> as an online curriculum resource throughout the World Civilizations/Civics course. Instructors will also utilize online curricular materials from the New Jersey Commission on Holocaust Education from <https://www.nj.gov/education/holocaust/curriculum/> throughout this fifth grade course.

### **Heritage, History, and Awareness Months:**

In efforts to celebrate, study, and respect diversity, East Newark Public School encourages social studies teachers to develop lessons, activities, or experiences related to the following Heritage, History, and Awareness Months: **Hispanic-Latino, Disabled, Native American, Black American, Women, Autistic, Asian American and Pacific Islander, and LGBTQ+ history are American history.**

<b>Month</b>	<b>Heritage, History, Awareness</b>
September	Hispanic-Latino Heritage Month (September 15- October 15) Deaf Awareness Month
October	Learning Disabilities Awareness Month
November	Native American Heritage Month
February	Black History Month
March	Women's History Month
April	Autism Awareness Month
May	Asian-American and Pacific Islander History Month
June	LGBTQ+ Pride Month

**Grade 5 Scope and Sequence:**

<b>Unit</b>	<b>Estimated Pacing</b>
America: Beginnings	6 weeks
Colonies and the Road to Revolution	9 weeks
Revolution and American Beginnings	8 weeks
Tension, Civil War, and Rebuilding	9 weeks

Marking Period		Unit Title	Recommended Instructional Days
1		America: Beginnings	6 weeks
<b>NJSLs - World History/Global Studies 6.2</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-SS within Unit</b>	
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>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).</li> </ul>		
There are different processes for establishing rules and laws.	<ul style="list-style-type: none"> <li>6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> <li>6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.</li> </ul>		
Regions form and change as a result of unique physical characteristics conditions, economies, and cultures.	<ul style="list-style-type: none"> <li>6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.</li> <li>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.</li> </ul>		
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<ul style="list-style-type: none"> <li>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.</li> <li>6.1.5.GeoPP.4: Investigate the different physical and human characteristics of urban, suburban and rural communities and</li> </ul>	<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>How do citizens of the United States participate in their government?</li> <li>How can citizen participation influence government decisions?</li> <li>How does geography impact the actions of people and daily life of students?</li> <li>What did many of the tribes and nations of the American continent have in common?</li> <li>How did the American Indians meet their wants and needs?</li> <li>How is your community like the societies of long ago?</li> <li>Why did people explore and who benefits from explorations?</li> <li>What technology is necessary for successful explorations?</li> <li>How did the contact of Europeans with American Indians affect the environment and life in America?</li> <li>How did the exchange of goods benefit Europe?</li> <li>How did religious reformation affect Europe?</li> </ol>	
		<b>Activity Description:</b> <ul style="list-style-type: none"> <li>Article analysis activities</li> <li>Use primary and secondary sources to understand history.</li> <li>Identify the economic, political and socio-cultural motivation for colonial settlement.</li> </ul>	

	<p>identify the factors that might attract individuals to that space.</p>	
<p>Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoSV.1:</b> 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).</li> <li>● <b>6.1.5.GeoSV.2:</b> Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.</li> <li>● <b>6.1.5.GeoSV.3:</b> Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.</li> <li>● <b>6.1.5.GeoSV.4:</b> 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).</li> <li>● <b>6.1.5.GeoSV.5:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Use a graphic organizer to describe interactions among American Indians, Africans, English, French, Dutch, and Spanish for control of North America.</li> <li>● Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.</li> <li>● Recognize the positive and negative effects of voluntary trade among American Indians, European explorers, and colonists.</li> <li>● Writing prompt: Give an example of when you displayed democratic principles in the school day. Explain why this is an example of a democratic principle.</li> <li>● Writing prompt: What are the steps to conflict resolution? When was the last time you had an opportunity to implement the steps to resolve conflict?</li> <li>● Writing prompt: What did you learn about the vibrant societies of Pre-Columbian American Indians that is still part of life today?</li> <li>● Writing prompt: Write two paragraphs about exploring. Explain how you are an explorer.</li> <li>● Think-Pair-Share: Think of a time when your actions had both positive and negative consequences. For example, maybe you didn't take a jacket or sweatshirt with you to an event, then the temperature dropped. Were there positive and negative consequences to your actions? Did the consequences change your actions the next time?</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSL#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>● RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>
<p>The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconEM.4:</b> 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.</li> </ul>	
<p>The exchange of goods and services can have negative and positive effects.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconEM.5:</b> Explain why individuals and societies trade, how trade functions, and the role of trade.</li> </ul>	
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.8:</b> 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.</li> </ul>	

<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryUP.2:</b> Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</li> <li>● <b>6.1.5.HistoryUP.3:</b> Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● RI.5.9 - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>
<p>There are a variety of sources that help us understand the past.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistorySE.1:</b> 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.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p><b>6.3.5.CivicsPD.2:</b> 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.</p>	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>		<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>		<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> </ul>

	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>		
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> <li>● Map/Vocabulary Activity</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Unit projects</li> </ul>	
<b>Differentiated Student Access to Content:  Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources  IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Our Nation Studies Weekly Student Magazine</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Our Nation Studies Weekly Student Magazine (modified articles)</li> <li>● Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Our Nation Studies Weekly Student Magazine (translated articles)</li> <li>● Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>● Our Nation Studies Weekly Student Magazine</li> <li>● Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● SmartBoard</li> <li>● IXL</li> <li>● Teacher Online Resources</li> <li>● Newsela.com</li> <li>● Quizlet</li> <li>● Kahoot</li> <li>● <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> </ul>			



- <https://www.icivics.org/>
- Applicable educational videos

**Other:**

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize visual supports and graphic organizers</li> <li>• Use prompts and model directions</li> <li>• Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>• Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>• Modeling or independent student-led research</li> <li>• Use of higher leveled text and/or writing assignments</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept: Career Awareness and Planning</b>	
	<b>Core Ideas:</b>	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>• 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>• 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to</li> </ul>

		different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

Marking Period	Unit Title	Recommended Instructional Days
1-2	Colonies and the Road to Revolution	9 weeks
<b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>● <b>6.1.5.CivicsDP.2:</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>● <b>6.1.5.CivicsDP.3:</b> Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>	
		<b><u>Essential Question/s:</u></b> <ol style="list-style-type: none"> <li>1. How did geography and economics determine the charter for a colony?</li> <li>2. How did geography and climate affect the resources found in the colonies?</li> <li>3. How did conflict influence daily life and work life for those in the colonies?</li> <li>4. How did the charter influence the success or failure in the colony?</li> <li>5. How did the choice of government affect the success of the colony?</li> <li>6. How did geography, the choice of government, and charters influence the success or failure of the colony?</li> </ol>

<p>Patterns of settlement differ markedly from region to region, place to place, and time to time.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.GeoPP.5:</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.</li> </ul>	<ol style="list-style-type: none"> <li>7. How was the movement of colonists on the east coast of America influenced by economics?</li> <li>8. Why were there conflicts between the different colonies?</li> <li>9. How did economics lead to the enslavement of people from Africa?</li> <li>10. How did geography impact the conflicts that developed in North America?</li> </ol>
<p>The exchange of goods and services can have negative and positive effects.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconEM.6:</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> </ul>	<ol style="list-style-type: none"> <li>11. Why is it important to consider different accounts, perspectives, and tellings of the same event?</li> <li>12. How did the differences in culture and economic goals contribute to conflict between the British, the French, and the Iroquois Confederacy?</li> </ol>
<p>Chronological sequencing helps us track events over time.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.1:</b> 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.</li> </ul>	<ol style="list-style-type: none"> <li>13. What are the consequences to each empire in the French and Indian war?</li> <li>14. What alliances were made with the American Indians?</li> </ol>
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.3:</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>● <b>6.1.5.HistoryCC.4:</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>● <b>6.1.5.HistoryCC.5:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.6:</b> Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>● <b>6.1.5.HistoryCC.10:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.11:</b> Make evidence-based inferences to explain the impact that belief systems and family structures of African,</li> </ul>	<ol style="list-style-type: none"> <li>15. How did the decrease in communication between Parliament and the colonies contribute to conflict?</li> <li>16. How do governments respond to the demands of the people?</li> <li>17. How can events be used by different points of view to sway public opinion?</li> <li>18. How can people demonstrate disagreement with the actions of the government?</li> <li>19. How do different personalities of people blend and balance to create change?</li> <li>20. When does the tipping point of peaceful conflict resolution move to violence</li> <li>21. What was the purpose and outcome of the Second Continental Congress?</li> <li>22. What were the qualifications and roles of some of the key players in the Revolution such as Thomas Jefferson and George Washington.</li> <li>23. What were the major events that led to the writing of the Declaration of Independence?</li> </ol> <p><b><u>Activity Description:</u></b></p> <ul style="list-style-type: none"> <li>● Use a graphic organizer to compare characteristics of New England, Middle and Southern colonies.</li> <li>● Identify significant individuals responsible for the development of the New England, Middle and Southern colonies.</li> <li>● Describe the introduction, impact, and role of slavery in the colonies.</li> <li>● Identify and locate the original thirteen colonies on a map of North America.</li> <li>● Create a chart and identify/explain significant events leading up to the American Revolution.</li> </ul>

	<p>European, and Native American groups had on government structures.</p> <ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.12:</b> Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>● <b>6.1.5.HistoryCC.13:</b> Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>● <b>6.1.5.HistoryCC.14:</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> <li>● <b>6.1.5.HistoryCC.15:</b> 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify significant individuals and groups who played a role in the American Revolution. Create a brochure to describe them and their contributions.</li> <li>● Use a graphic organizer to differentiate the political ideas of Patriots, Loyalists, and undecided during the American Revolution.</li> <li>● Use a Venn Diagram to compare and contrast forms of political participation in the colonial period to today.</li> <li>● Create a timeline of the major events of the American Revolution.</li> <li>● Write an informational essay on how the people of the colonies utilized natural resources.</li> <li>● Write a short explanation of the differences between what can be learned by using primary documents compared with information from animated videos on Jamestown.</li> <li>● Write three paragraphs about the positive and negative aspects of being a colonist in Jamestown.</li> <li>● Article Analysis Activities</li> <li>● Writing Prompt: How did geography (place, region, and location) influence the survival of the Pilgrims in the winter of 1621?</li> <li>● Think-Pair-Share: How did land become a focus of conflict between the American Indians and the colonists?</li> <li>● Research/Writing Prompt: How did the mercantile system benefit England and not the colonies?</li> <li>● Write an opinion essay defending the actions of Parliament or the Patriots for one of the Acts of Parliament in the timeline on pg. 2-3 (Studies Weekly, Week 13). Give three reasons to support your opinion.</li> <li>● Analyze the <i>Join or Die</i> drawing by Benjamin Franklin. Explain how it influenced the colonies to work together.</li> <li>● Think-Pair-Share: Why would King George III not want the colonies to work together?</li> <li>● Imagine George Washington or Thomas Jefferson were applying for the jobs they had in the revolution. Write a letter of recommendation for one of them expounding on their talents and abilities.</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSLS#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul>
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<p>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</p>	<p><b>6.3.5.CivicsPD.2:</b> 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.</p>	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Pursuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>● RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● 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.</li> <li>● 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).</li> <li>● RI.5.9 - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> <p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Participation in class discussions</li> <li>• Exit tickets</li> <li>• Quizzes</li> <li>• In-class assignments/activities</li> <li>• Map/Vocabulary Activity</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul>	
		<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Unit tests</li> <li>• Unit projects</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• Our Nation Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Our Nation Studies Weekly Student Magazine (modified articles)</li> <li>• Teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Our Nation Studies Weekly Student Magazine (translated articles)</li> <li>• Translated teacher created reading guides and presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Our Nation Studies Weekly Student Magazine</li> <li>• Teacher created reading guides and presentations</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Chromebooks</li> <li>• SmartBoard</li> <li>• IXL</li> <li>• Teacher Online Resources</li> <li>• Newsela.com</li> <li>• Quizlet</li> <li>• Kahoot</li> <li>• <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></li> <li>• <a href="https://www.icivics.org/">https://www.icivics.org/</a></li> <li>• Applicable educational videos</li> </ul>			
<b>Other:</b> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Map/Atlas of the World</li> </ul>			
<b>Differentiated Student Access to Content: Recommended Strategies &amp; Techniques</b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>

<ul style="list-style-type: none"> <li>Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphic organizers for additional support or encourage students to create digital multimedia to showcase knowledge.</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul>	<ul style="list-style-type: none"> <li>Utilize visual supports and graphic organizers</li> <li>Use prompts and model directions</li> <li>Provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions</li> <li>Device used for translation purposes</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to explore concepts in depth and encourage independent studies or investigations.</li> <li>Modeling or independent student-led research</li> <li>Use of higher leveled text and/or writing assignments</li> </ul>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept: Career Awareness and Planning</b></p>	
	<p><i>Core Ideas:</i></p>	<p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community members and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership and effective management</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity increase collaboration and communicate effectively.</li> </ul>	

- Work productively in teams while using cultural/global competence.

Marking Period	Unit Title	Recommended Instructional Days
2-3	Revolution and American Beginnings	8 weeks
<b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.	<ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsDP.2:</b> Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>• <b>6.1.5.CivicsDP.3:</b> Describe the role of religious freedom and participatory government in various North American colonies.</li> </ul>	
Patterns of settlement differ markedly from region to region, place to place, and time to time.	<b>6.1.5.GeoPP.5:</b> Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.	
The exchange of goods and services can have negative and positive effects.	<b>6.1.5.EconEM.6:</b> Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	
Chronological sequencing helps us track events over time.	<b>6.1.5.HistoryCC.1:</b> 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.	
		<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. Why does the Declaration of Independence serve as a foundation for the United States?</li> <li>2. How is the people's support and dedication to a cause important for success?</li> <li>3. Why was it necessary for the Americans to balance political alliances to win independence from The British?</li> <li>4. In what ways did George Washington set precedence for all future presidents of the United States?</li> <li>5. Who were the Founding Fathers behind the creation of the Constitution?</li> <li>6. What fears led the Founders to give power to the states in the Articles of Confederation, and what weaknesses did that create?</li> <li>7. Explain the differences in the Virginia and New Jersey Plans and how they came together to become the Constitution. How did they provide for protection of individual rights?</li> <li>8. How does the Constitution limit the government in the United States?</li> <li>9. Why is the balance of powers important in a democratic republic?</li> <li>10. How does the Preamble of the Constitution serve as a mission statement for citizens?</li> <li>11. How does the Bill of Rights protect individual rights and liberties?</li> </ol>



<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryCC.3:</b> Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</li> <li>● <b>6.1.5.HistoryCC.4:</b> Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</li> <li>● <b>6.1.5.HistoryCC.5:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.6:</b> Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</li> <li>● <b>6.1.5.HistoryCC.10:</b> Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</li> <li>● <b>6.1.5.HistoryCC.11:</b> 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.</li> <li>● <b>6.1.5.HistoryCC.12:</b> Determine the roles of religious freedom and participatory government in various North American colonies.</li> <li>● <b>6.1.5.HistoryCC.13:</b> Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.</li> <li>● <b>6.1.5.HistoryCC.14:</b> Compare the practice of slavery and indentured servitude in Colonial labor systems.</li> </ul>	<ol style="list-style-type: none"> <li>12. How does the Bill of Rights limit the reach of government authority?</li> <li>13. What effect did the Lewis and Clark expedition have on the future of America? How did it impact the American Indians?</li> <li>14. How does transportation affect the growth and economy of America?</li> <li>15. How does improvement in tools and machinery change geography and the economy?</li> <li>16. How did geography, politics, and economics cause Manifest Destiny?</li> <li>17. What were the push-pull factors for people moving west during the 1800s?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>● Weekly Article Analysis</li> <li>● Writing prompt: The Declaration states, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” What does that mean to you? Interpret it into modern-day language, and explain how it applies to you in your life as well as the lives of others around you.</li> <li>● Write a descriptive paragraph about Valley Forge or the attack on Trenton.</li> <li>● Think-Pair-Share: All three major American documents were influenced by the ideas of “life, liberty, and the pursuit of happiness.” How would life in America be different today if those rights were not protected? How would that look?</li> <li>● Create a Venn Diagram to compare and contrast the Articles of Confederation and the Constitution.</li> <li>● Think-Pair-Share: What do you think the Founders’ reasoning was when they chose to separate the powers and duties? Do we still need that today? What benefit do you think it serves?</li> <li>● Pick one of the rights protected by the Bill of Rights that means the most to you. Make a flyer explaining why this right is important and how your life would be different without the protection of that right. Convince others that this right is the most important.</li> <li>● Make a chart to describe the causes and effects of the Louisiana Purchase.</li> <li>● Writing prompt: Write a letter from the Corps of Discovery to President Jefferson. Share some of the sights, experiences, and thoughts they may have had.</li> </ul>
<p>Historians use evidence from multiple sources to support their claims and arguments about the past.</p>	<p><b>6.1.5.HistoryCA.1:</b> Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status)</p>	

	affected social, economic, and political opportunities during the Colonial era.	<ul style="list-style-type: none"> <li>● Create a Google Slides Presentation describing how the invention of new technology like the steam engine, trains, and the plow, influenced the need for labor in building canals and laying track. Then describe how this need for labor influenced the increase in the number of immigrants to America in the 1800s.</li> <li>● What effect did Manifest Destiny have on the people who lived in the southwest and western territories? Examine multiple perspectives to support the statement “Geography and economics drive the actions of governments and people.”</li> </ul>
<b>NJSLS - Active Citizenship in the 21st Century 6.3</b> <b>Disciplinary Strand:</b> <b>Disciplinary Concept:</b>		
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<b>6.3.5.CivicsPD.2:</b> 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.	
Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.	<b>6.3.5.CivicsPD.3:</b> Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.	
<b>Social Studies Practices</b>		<b>Interdisciplinary Connections: Content: NJSLS#:</b>  Reading Standards for Informational Text: <ul style="list-style-type: none"> <li>● RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>● RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● 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.</li> <li>● 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).</li> <li>● RI.5.9 - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul> Writing Standards: <ul style="list-style-type: none"> <li>● W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> </ul>
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Responsible Decision Making</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Motivation</li> </ul>	<ul style="list-style-type: none"> <li>● Emotional Awareness</li> <li>● Internal Regulation</li> <li>● Behavior Control</li> <li>● Goal Persuance</li> <li>● Appreciating Social and Environment Diversity</li> <li>● Adaptive Behavior</li> <li>● Communication</li> <li>● Social Engagement</li> <li>● Constructive Thinking</li> <li>● Consequence Evaluation</li> <li>● Respect for Self and Others</li> </ul>	

	<ul style="list-style-type: none"> <li>● Enthusiasm</li> <li>● Initiative</li> <li>● Resilience</li> </ul>	<ul style="list-style-type: none"> <li>● W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> <li>● Map/Vocabulary Activity</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Unit projects</li> </ul>	
<b>Differentiated Student Access to Content:</b> <b>Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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- Quizlet
- Kahoot
- <https://www.cnn.com/cnn10>
- <https://www.icivics.org/>
- Applicable educational videos

**Other:**

- Glossary
- Map/Atlas of the World

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> Career Awareness and Planning	
	<b>Core Ideas:</b>	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>• 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> </ul>

		<ul style="list-style-type: none"> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Act as a responsible and contributing community members and employee.</li> <li>● Attend to financial well-being.</li> <li>● Consider the environmental, social and economic impacts of decisions.</li> <li>● Demonstrate creativity and innovation.</li> <li>● Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● Model integrity, ethical leadership and effective management</li> <li>● Plan education and career paths aligned to personal goals.</li> <li>● Use technology to enhance productivity increase collaboration and communicate effectively.</li> <li>● Work productively in teams while using cultural/global competence.</li> </ul>	

Marking Period	Unit Title	Recommended Instructional Days
4	Tension, Civil War, and Rebuilding	9 weeks
<b>NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:</b>		<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-SS within Unit</b>
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.	
Fundamental rights that allow democratic societies to function can be	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental	
		<b>Essential Question/s:</b> <ol style="list-style-type: none"> <li>1. What was the Trail of Tears, and why did it happen?</li> <li>2. What were the events leading up to the Trail of Tears, and what other injustices did the Cherokee and other American Indian nations endure?</li> <li>3. What contributions did American Indian leaders, such as Sequoyah and Osceola, make?</li> </ol>

seen at all levels of government in society.	rights (e.g., fairness, civil rights, human rights).	<ol style="list-style-type: none"> <li>4. How are freedom and liberty expressed by individuals when liberty and freedom are controlled with enslavement?</li> <li>5. How does the study of the past influence decisions by people in the present?</li> <li>6. How did geography play a role in the abolitionist movement?</li> <li>7. How did public opinion and special interest groups change the acceptance of enslavement?</li> <li>8. How can compromise perpetuate an unfavorable situation?</li> <li>9. What does conflict look like with individuals, communities, states, and nations?</li> <li>10. What events can lead a country to war against its own citizens?</li> <li>11. What was the primary cause of the southern states leaving the Union and forming their own government?</li> <li>12. How do the belief systems of communities and regions influence change?</li> </ol> <p><b>Activity Description:</b></p> <ul style="list-style-type: none"> <li>• Weekly article analysis</li> <li>• Write a letter to the leaders of the Cherokee and the Seminole about how their example of resilience has impacted your learning.</li> <li>• Think-Pair-Share: After reading about the Indian Removal Act and the Trail of Tears, discuss what you would do differently if you were a policy maker during this time period. Consider evidence from the articles to support your thinking.</li> <li>• PBS Learning: Slavery and the U.S. Constitution</li> <li>• Discuss how slavery impacts the world today; What types of modern slavery exist today? What can you do about the existence of these types of slavery?</li> <li>• Writing prompt: Describe how participation in the underground railroad was a way of civil disobedience and protest.</li> <li>• Choose one of the following abolitionists to research: Harriet Tubman, William Still, William Lloyd Garrison, or Harriet Beecher Stowe. Create a Google Slides presentation detailing their biography, contributions, and your thoughts of their actions in supporting abolitionism.</li> <li>• Write a letter to Charles Sumner or Preston Brooks about what they should have done to avoid conflict.</li> <li>• Choose one of the following: Events of secession, the election of Lincoln or Davis, or the events at Fort Sumter. Write two newspaper articles about the events - one from the perspective of a northerner, and other from the perspective of a southerner.</li> <li>• Create a two-column chart detailing how economics and geography explain the division between the sections of the country.</li> </ul>
Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.	<ul style="list-style-type: none"> <li>• <b>6.1.5.CivicsPR.3:</b> Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.</li> <li>• <b>6.1.5.CivicsPR.4:</b> Explain how policies are developed to address public problems.</li> </ul>	
It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.	<b>6.1.5.CivicsHR.3:</b> 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.	
Individuals have the right to be safe and not to be bullied or discriminated against.	<b>6.1.5.CivicsHR.4:</b> Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions	
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	<ul style="list-style-type: none"> <li>• <b>6.1.5.GeoGI.1:</b> Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</li> <li>• <b>6.1.5.GeoGI.2:</b> Use historical maps to explain what led to the exploration of new water and land routes.</li> <li>• <b>6.1.5.GeoGI.3:</b> Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</li> <li>• <b>6.1.5.GeoGI.4:</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</li> </ul>	
Economic decision making involves setting goals and identifying the resources available to achieve those goals.	<b>6.1.5.EconET.1:</b> Identify positive and negative incentives that influence the decisions people make.	
An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.	<ul style="list-style-type: none"> <li>• <b>6.1.5.EconET.2:</b> Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.</li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>6.1.5.EconET.3:</b> Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> </ul>	<ul style="list-style-type: none"> <li>● Create a timeline of the events leading up to and throughout the Civil War.</li> <li>● Choose one of the following groups who participated in the Civil War: African Americans, the American Indians, the women, the immigrants, or the soldiers. Conduct research and create a Google Slides presentation detailing their involvement in the war.</li> <li>● Writing prompt: Explain why the order of the 13th, 14th, and 15th Amendments was important to creating civil rights for African Americans.</li> <li>● Write two letters to the owner of the railroad. One letter will be from the point of view on how the railroad positively changed the town. The second letter will be from the other point of view on how the railroad has negatively changed the town.</li> </ul> <p><b>Interdisciplinary Connections: Content: NJSLS#:</b></p> <p>Reading Standards for Informational Text:</p> <ul style="list-style-type: none"> <li>● RI.5.1 - Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>● RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>● 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.</li> <li>● 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.</li> <li>● RI.5.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</li> <li>● RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● 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.</li> <li>● 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).</li> <li>● RI.5.9 - Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>
Chronological sequencing helps us track events over time.	<b>6.1.5.HistoryCC.2:</b> 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.	<b>6.1.5.HistoryCC.7:</b> Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.	
Events may be viewed differently based on one's perspective.	<b>6.1.5.HistoryUP.4:</b> Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	
Historical records are shaped by the society that the creator lived in	<ul style="list-style-type: none"> <li>● <b>6.1.5.HistoryUP.6:</b> Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</li> <li>● <b>6.1.5.HistoryUP.7:</b> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3</b>  <b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<b>6.3.5.CivicsPD.2:</b> 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.	
<p><b>Social Studies Practices</b></p>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		

<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p>Writing Standards:</p> <ul style="list-style-type: none"> <li>● W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (a-d)</li> <li>● W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-e)</li> <li>● W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>● W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>● 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.</li> <li>● 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.</li> </ul>	
<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Participation in class discussions</li> <li>● Exit tickets</li> <li>● Quizzes</li> <li>● In-class assignments/activities</li> <li>● Map/Vocabulary Activity</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Unit projects</li> </ul>	
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**Disciplinary Concept:** Career Awareness and Planning

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New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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