

Curriculum	
Content Area: Social Studies	
Unit Title: Geography and the Age of Exploration	Duration: September - October (8 weeks)
Grade Level: 5	
Essential Questions: <ul style="list-style-type: none"> • What can geography teach us about the United States? • How did Native Americans adapt to different environments in North America? • What were the effects of European exploration in the Americas? 	
Enduring Understandings <ul style="list-style-type: none"> • I can explain ways geographers use location, place, region, movement, and human-environment interaction to understand North America. • I can explain how geography is vital to where we choose to live and how our physical surroundings affect our lives. • I can explain patterns of settlement and how they differ from region to region, place to place, and time to time. • I can identify the artifacts that might have been found on ships that sank during the Age of Exploration. • I can explain the reasons for European explorers coming to the Americas. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Identify key elements of a world map and key geographic terms. • Use latitude and longitude to determine absolute locations on Earth. • Label major physical features of the United States. • Draw and label a map. • Summarize key features of four environments. • Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region. • Make connections between exploration in the 1400s and 1500s and exploration today. • Identify and record key information about objects on an explorer's ship. • Identify, organize, and analyze key facts about eight early European explorers who led expeditions to the Americas. • Trace and label explorers' routes and identify the motives for the explorations of eight early European explorers. • Recognize the level of impact eight early European explorers had on North America and its inhabitants. 	

Focus Standards (Major Standards)

- 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.
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
- 6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.
- 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture
- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

New Jersey Student Learning Standards: Interdisciplinary Connections

Language Arts

- 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.

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Week 1

- Students take on roles as geographers to make connections between historical photographs and physical maps of the U.S. With a partner, students will identify physical features and discuss 5 things learned about the United States by looking at the map. Review new vocabulary words. Create political and physical maps

Week 2

- Review roles of geographers and political and physical maps. Create a map of the community and label its physical features. Describe how the physical features affect the community. Learn about the importance of storytelling. Watch and analyze a video of the Hopi origin story. Review new vocabulary words. Explore maps of the migration routes of the first Americans. Trace the routes and discuss why the Americans may have followed these routes. Retell the story of their journey

Week 3

- Learn how different Native American groups adapted to their environments in four different locations. Create symbols for new vocabulary words that the Native Americans may have used for language. Look at photographs of seven different regions in the United States. Use previous geographic knowledge to make a hypothesis about which Native American cultural regions each picture is

Week 4

- Match collections of photographs and artifacts to the seven different Native American cultural regions. In small groups, students find similarities and differences among three different Native American cultural regions. Create presentation of findings for the class and present to the class

Week 5

- List tools you would use to plan and take a family vacation - Think about what problems you would experience without these tools. Review new vocabulary words. Examine objects that may have been on an explorers ship - Act as divers to explore a sunken ship. Discuss each artifact with small groups - Why are they important? What do they mean? Complete research on each artifact to learn what the explorers used them for.

Week 6

- Review objects students found on the sunken ships from the week before. Students write a claim about the biggest motive for European exploration. Consider the planning and preparation that a sea captain would have to do before setting sail across the Atlantic. Review new vocabulary words. Prepare a visual presentation on a European explorer that shows the motives and impacts of European voyages to the Americas

Week 7

- Complete presentation and present to classmates. Work with a partner to play a game reviewing the motives of the explorers. Write a poem about an explorer to share with classmates

Week 8

- Review unit 1. Complete unit 1 project. Unit 1 Assessment

Evidence of Student Learning

Formative Assessments

- Weekly assignments
- Unit quizzes
- Writing responses / Journal entries
- Edpuzzles
- Exit tickets

Summative Assessments

- End of unit assessment
- End of unit inquiry project - poster, digital presentation, or video report

Benchmark Assessments

- Vocabulary pretest
- K-W-L Chart
- Identifying regions in the United States

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Provide students in advance of the lesson key ideas they should be looking for
- Provide study notes
- Scaffolded notes or fill in the blank

504

- Provide students with multiple choices for how they can represent their understands (e.g. multisensory techniques - auditory/visual aids, pictures, illustrations, graphs, charts, data tables, multimedia, modeling)
- Present new material in manageable chunks
- Provide word banks or pictures for students when completing activities or assessments

Students at Risk for Failure

- Modify the letter writing by providing a template
- Provide students reading material at their reading level

<ul style="list-style-type: none"> • Scaffolded notes or fill in the blank Gifted and Talented: <ul style="list-style-type: none"> • Have students use the content studied to create their own country. ELL: <ul style="list-style-type: none"> • Create flashcards for new vocabulary words • Utilize electronic translation software/apps • Provide picture prompts for concepts/vocabulary
Suggested Materials
<ul style="list-style-type: none"> • Teach TCI online materials • Teacher provided worksheets • Visual supports
Suggested Resources
<ul style="list-style-type: none"> • NewsELA, StoryWorks, DBQ Project, Student text, Teacher text, Edpuzzle, BrainPop • http://geology.com/state-map/ • https://mrnussbaum.com/geography/united-states-landforms

Curriculum	
Content Area: Social Studies	
Unit Title: Colonial Times	Duration: November - December (8 weeks)
Grade Level: 5	
Essential Questions <ul style="list-style-type: none"> • What challenges faced the first English colonies and how were the colonial regions alike and different? • What was the impact of slavery on African Americans? 	
Enduring Understandings <ul style="list-style-type: none"> • I can explain what challenges the first English colonies faced. 	

- I can compare and contrast the three colonial regions and tell how they were alike and different.
- I can explain the impact of slavery on African Americans.

Student Learning Targets (Objectives):

Students will be able to...

- Compare and contrast the three English settlements of Roanoke, Jamestown, and Plymouth
- Locate Native American and English settlements on a map of colonial southern New England
- Develop and use specific criteria as individuals and in groups to assess works of art.
- Identify key features of six colonies: Massachusetts Bay, Rhode Island, New York, Pennsylvania, Maryland, and Georgia
- Explore historical events from multiple perspectives
- Compare and contrast the New England, Middle, and Southern colonies
- Draw conclusions from a map
- Describe life in West Africa in the 1500s and how the trade of enslaved people began
- Identify the components of the triangular trade
- Analyze how Africans survived the Middle Passage and responded to a life of slavery in the colonies.
- Identify important sites in colonial Williamsburg
- Describe six aspects of life in colonial Williamsburg: education, trades, social life, government, slavery, and religion
- Compare and contrast life in colonial Williamsburg with life in students' community

Focus Standards (Major Standards)

- 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
- 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.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 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.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.
- 6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system
- 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.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

- 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
- 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections

Language Arts

- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Instructional Plan

Week 1

- Identify the locations of Jamestown, Roanoke, and Plymouth on a map. Discuss early English settlements. Review new vocabulary words. View pieces of European art depicting early life in Roanoke, Jamestown and Plymouth. Discuss what is noticed in the art. Students are assigned pieces of artwork and have to make a claim as to why their piece of artwork should be the star of the show in a museum. Students present their claims

Week 2

- Preview a map showing the three colonial regions. Discuss the map. Use a graphic organizer to record information learned about the map. Review new vocabulary words. In small groups, compare and contrast six early English colonies. Students may have to use text, chromebooks, etc to research information

Week 3

- Review what students have learned about the New England, Middle, and Southern colonies. Introduce the names of colonists. Read about their historical perspectives and discuss how they may have felt. Write paragraphs comparing each of the colonial regions.

Week 4

- Analyze and compare pictures of enslaved people being sold at auction. Discuss the pictures. Review new vocabulary words. Dive deeper into the history of slavery in the Americas by analyzing primary sources, images, and literature from different parts of the journey enslaved people experienced. Do research on slavery - discuss in small groups what you found interesting and how it differs from today

Week 5

- Complete research on slavery and discussion comparing then and today. Learn triangular trade. Explain why the triangular trade lasted for centuries. Learn about colonial Williamsburg and explore a map of it - Students discuss what they've learned. Research colonial Williamsburg and use graphic organizers to take notes.

Week 6

- Complete research on colonial Williamsburg and list four places you would like to visit and why you would like to visit them. Review new vocabulary words. Pretend you are visiting colonial Williamsburg. Research six exhibits and examine aspects of colonial life such as government, society, and religion. Collect memories to write a letter about your experience visiting there.

Week 7

- Students finish researching and writing letters about their experiences. Share letters with classmates. Write a journal entry comparing colonial Williamsburg to life in your community today. Share journal entries.

Week 8

- Review Unit 2. Complete end of unit project. Unit 2 Assessment

Evidence of Student Learning

Formative Assessments

- Weekly assignments
- Unit quizzes
- Writing responses / Journal entries
- Edpuzzles

- Exit tickets

Summative Assessments

- End of unit assessment
- End of unit inquiry project - poster, digital presentation, or video report

Benchmark Assessments

- Vocabulary pretest
- K-W-L Chart
- Explanation of what students idea of slavery is.
- Label a map of the colonies.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Provide students in advance of the lesson key ideas they should be looking for
- Provide study notes
- Scaffolded notes or fill in the blank

504

- Provide students with multiple choices for how they can represent their understands (e.g. multisensory techniques - auditory/visual aids, pictures, illustrations, graphs, charts, data tables, multimedia, modeling)
- Present new material in manageable chunks
- Provide word banks or pictures for students when completing activities or assessments

Students at Risk for Failure

- Modify the letter writing by providing a template
- Provide students reading material at their reading level
- Scaffolded notes or fill in the blank

Gifted and Talented:

- Have students research the Jamestown Rediscovery Project, the archaeological excavation of Fort Jamestown. Ask them to find out what new geographic information has been learned from this project.

ELL:

- Create flashcards for new vocabulary words
- Utilize electronic translation software/apps

<ul style="list-style-type: none"> • Provide picture prompts for concepts/vocabulary
Suggested Materials
<ul style="list-style-type: none"> • Teach TCI online materials • Teacher provided worksheets • Visual supports • Chromebooks
Suggested I Resources
<ul style="list-style-type: none"> • NewsELA, StoryWorks, DBQ Project, Student text, Teacher text, Edpuzzle, BrainPop • https://historicjamestowne.org/about/jamestown-rediscovery-foundation/ • http://www.pbs.org/ktca/liberty/chronicle.html • https://www.history.com/topics/cold-war/the-13-colonies-video • https://www.colonialwilliamsburg.org/

Curriculum	
Content Area: Social Studies	
Unit Title: The American Revolution	Duration: January - February (8 weeks)
Grade Level: 5	
Essential Questions <ul style="list-style-type: none"> • What were the arguments for and against colonial independence from Great Britain? • What are the main ideas in the Declaration of Independence? • What are the causes and effects of events that caused tension to grow between the colonies and Great Britain? 	
Enduring Understandings <ul style="list-style-type: none"> • I can explain what British actions angered the colonists in the 1700s. • I can analyze the causes and effects of events that caused tension to grow between the colonies and Great Britain? • I can explain the main ideas of the Declaration of Independence and how the colonists won the American Revolution. 	

Student Learning Targets (Objectives):

Students will be able to...

- 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 might have changed the history of the British colonies.
- 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.
- 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.
- Analyze six copies of the Declaration of Independence to explain the historical significance of each.
- 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.

Focus Standards (Major Standards)

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time
- 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.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsPI.4: Describe the services our government provides to the people in the community, state and across the United States.
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections

- 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.

New Jersey Student Learning Standards: College and Career Readiness

- 9.1.5.EG.1: Explain and give examples of what is meant by the term "tax."
- 9.1.5.EG.2: Describe how tax monies are spent.

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Instructional Plan

Week 1

- Plan a class party. Brainstorm with a group the date, state and end times, location, type of entertainment, food and drinks. Discuss planned parties and share a memo changing the rules for the party. Discuss how this affects the party plans. Review new vocabulary words. Discuss the Proclamation of 1763 and the tension it caused between colonists and Great Britain. Discuss the Quartering Act and the tension it caused between colonists and Great Britain

Week 2

- Discuss the Stamp Act and the tension it caused between colonists and Great Britain. Discuss the Boston Massacre and the tension it caused between colonists and Great Britain. Discuss the Boston Tea Party and the tension it caused between colonists and Great Britain. Discuss the Intolerable Acts and the tension it caused between colonists and Great Britain. Rank the events to see which one caused the most unrest

Week 3

- Review the acts that caused tension between the colonies and Great Britain. Analyze principal-and-student scenarios and compare them to events between the colonies and Great Britain that caused tension and unrest. Share with classmates. Learn about the occupations of six colonists - categorize them as Loyalists or Patriots. Review new vocabulary words. Assign students groups and a Loyalist or Patriot to research. Learn about the Loyalist or a Patriot and prepare for a panel debate.

Week 4

- Continue researching and practice debate in a small group with an assigned Loyalist or Patriot. Perform debate. Students choose a side - Loyalist or Patriot and write a letter to a colonist with whom you disagree about independence. Support your position with valid arguments from the research and debate

Week 5

- Look at a copy of the Declaration of Independence. - Discuss - What is it? What does it do? Why is it important? Learn about efforts to protect this document. Review new vocabulary words. Examine six unique copies of the Declaration of Independence to discover how each affected history. Translate passages and answer questions for each primary source

Week 6

- Review the Declaration of Independence. Make a list of things you would like to tell your family about the Declaration of Independence. Determine the strategies and skills of competing teams - (Sports) Review new vocabulary words. Play a game of tug-of-war with your classmates

Week 7

- Discover how the game of tug-of-war connects to historical events during the American Revolution. Design a historical marker to commemorate how the Continental army emerged victorious against the world's most formidable military force. Share it with the class.

Week 8

- Review Unit 3. Complete end of unit project. Unit 3 Assessment

Evidence of Student Learning**Formative Assessments**

- Weekly assignments
- Unit quizzes
- Writing responses / Journal entries
- Edpuzzles
- Exit tickets

Summative Assessments

- End of unit assessment
- End of unit inquiry project - poster, digital presentation, or video report

Benchmark Assessments

- Vocabulary pretest
- K-W-L Chart
- T-Chart of loyalist and patriot opinions
- Translate passage of the Declaration of Independence

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Provide students in advance of the lesson key ideas they should be looking for
- Provide study notes
- Scaffolded notes or fill in the blank

504

- Provide students with multiple choices for how they can represent their understands (e.g. multisensory techniques - auditory/visual aids, pictures, illustrations, graphs, charts, data tables, multimedia, modeling)
- Present new material in manageable chunks
- Provide word banks or pictures for students when completing activities or assessments

Students at Risk for Failure

- Provide students reading material at their reading level
- Scaffolded notes or fill in the blank

Gifted and Talented:

- 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.

ELL:

- Create flashcards for new vocabulary words
- Utilize electronic translation software/apps
- Provide picture prompts for concepts/vocabulary

Suggested Materials

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

Suggested I Resources

- NewsELA, StoryWorks, DBQ Project, Student text, Teacher text, Edpuzzle, BrainPop
- <http://www.ouramericanrevolution.org/>
- <https://www.archives.gov/founding-docs/declaration>
- <http://www.usconstitution.net/constkids4.html>

Curriculum	
Content Area: Social Studies	
Unit Title: Civics and Economics	Duration: March - April (8 weeks)
Grade Level: 5	
Essential Questions: <ul style="list-style-type: none"> • What are the basic rights and freedoms of people in the United States and the key features of the U.S. Constitution? • How did the Founding Fathers create the economy we use today? • What does it mean to be a citizen of the United States? 	
Enduring Understandings <ul style="list-style-type: none"> • I can explain citizenship and the civic responsibilities of U.S. citizens. • I can identify key rights protected under the Bill of Rights. • I can explain how the economy we use today was created. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Identify the weaknesses in the Articles of Confederation and the work of the delegates 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 Constitutional Convention agreed on and three that they debated • Prepare, present, and explain mini dramas that represent key amendments in the Bill of Rights.. • Analyze quotations from the Founders about civic values and discuss if they are still relevant today. • Explain how the U.S. free market economy works. 	

- Understand how the Constitution influences our economic system.

Focus Standards (Major Standards)

- 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.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.5: Explain how government functions at the local, county, and state level.
- 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.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and/or society.
- 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.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).

New Jersey Student Learning Standards: Interdisciplinary Connections

Language Arts

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

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Instructional Plan

Week 1

- Learn about the Articles of Confederation. Explore the strengths and weaknesses. Review new vocabulary words. Watch a video about the creation of the U.S. Constitution. Create a graphic organizer to show the U.S. government functions.

Week 2

- With a partner, watch videos depicting checks and balances in action and decide which branch of government is checking another. Learn about the branches of government. Complete the branches of government activity Determine which information describes the executive, judicial, or legislative branches of government. Talk about school rules - Determine which rules students find unfair. Why are they unfair? How can they be changed to be fair?

Week 3

- Review new vocabulary words. Learn about the Bill of Rights. With a group, create and perform a mini drama that shows a person's right being violated. Perform mini drama for the class. Explain how the person's rights were being violated in the mini drama.

Week 4

- Find and share a local or current example of a right protected by the Bill of Rights. Explore newspaper articles . Use your knowledge of the Bill of Rights to determine whether newspaper headlines describe an event that is legal in the United States. Discuss what it means to be a citizen. Identify problems and solutions that relate to citizenship and civic values.

Week 5

- Review new vocabulary words. Analyze how the words of early patriots still inspire civic values today. Learn civic values. To express civic values, work with a group to create a plan to improve your community. Present and share plans and solutions with the class.

Week 6

- Explore different types of money. Students create their own form of money. Review new vocabulary words. Learn about our free market economy.

Week 7

- Review the Constitution - Why is it important? What is it? What does it do? Learn about the Constitution as it relates to money, trade, and business.

Week 8

- Review Unit 4. Complete end of unit project. Unit 4 Assessment

Evidence of Student Learning

Formative Assessments

- Weekly assignments
- Unit quizzes
- Writing responses / Journal entries
- Exit tickets

Summative Assessments

- End of unit assessment
- End of unit inquiry project - poster, digital presentation, or video report

Benchmark Assessments

- Vocabulary pretest
- K-W-L Chart
- Graphic organizer of how the branches of government
- Identify what citizenship and civic values are.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Provide students in advance of the lesson key ideas they should be looking for
- Provide study notes
- Scaffolded notes or fill in the blank

504

- Provide students with multiple choices for how they can represent their understands (e.g. multisensory techniques - auditory/visual aids, pictures, illustrations, graphs, charts, data tables, multimedia, modeling)
- Present new material in manageable chunks

<ul style="list-style-type: none"> • Provide word banks or pictures for students when completing activities or assessments <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Provide students reading material at their reading level • Scaffolded notes or fill in the blank <p>Gifted and Talented:</p> <ul style="list-style-type: none"> • Have students research two legal cases concerning freedoms protected by the Bill of Rights. <p>ELL:</p> <ul style="list-style-type: none"> • Create flashcards for new vocabulary words • Utilize electronic translation software/apps • Provide picture prompts for concepts/vocabulary
Suggested Materials
<ul style="list-style-type: none"> • Teach TCI online materials • Teacher provided worksheets • Visual supports
Suggested Resources
<ul style="list-style-type: none"> • NewsELA, StoryWorks, DBQ Project, Student text, Teacher text, Edpuzzle, BrainPop • https://www.archives.gov/founding-docs/constitution • https://kids-clerk.house.gov/grade-school/ • https://pbslearningmedia.org/resource/video-civics-101/first-amendment-civics-101/

Curriculum	
Content Area: Social Studies	
Unit Title: Manifest Destiny to Today	Duration: May - June (7 weeks)
Grade Level: 5	
Essential Questions <ul style="list-style-type: none"> • How did the expansion of the United States affect people inside and outside the country? 	

- What factors contributed to the outcome of the Civil War?
- How has life in the United States changed since industrialization?

Enduring Understandings

- I can explain why and how the United States acquired key territories and depict how this affected the people already living in each region.
- I can identify key events that led to the Civil War.
- I can explain how life in the United States has changed since industrialization.

Student Learning Targets (Objectives):

Students will be able to...

- Examine and identify maps showing the major U.S. territories acquired in the nation's westward expansion..
- Describe aspects of life for one of six groups of people living in the West during the 1800s.
- Identify the effects of westward expansion on six groups of westerners.
- Describe the benefits and drawbacks pioneers experienced when they moved west.
- Create and analyze tables and bar graphs.
- Discuss critical thinking questions about Civil War causes.
- Analyze primary source images of the Civil War to discover the factors that enabled the Union to win the war.
- Appreciate the role historical artifacts play in creating historical memory and a sense of shared nationhood.
- 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.

Focus Standards (Major Standards)

- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 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.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.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
- 6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

- 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution.

New Jersey Student Learning Standards: Interdisciplinary Connections

Language Arts

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text

New Jersey Student Learning Standards: College and Career Readiness

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions

New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Instructional Plan

Week 1

- Describe, analyze, and interpret an 1872 painting about Manifest Destiny. Discuss symbolism and what Manifest Destiny is. Talk about different feelings people may have had about Manifest Destiny. Review new vocabulary words. In groups, compare two historical maps of North America. Analyze the causes and effects of land acquisitions in the West during the 1800's

Week 2

- In groups, read about the U.S. land acquisitions in the 1800's. Compare primary source quotes about U.S. land acquisitions and manifest destiny. Describe how manifest destiny affected different groups of people in the West. Create a bar graph to show how many times people in the class moved - Compare it to the movement of people throughout history.

Week 3

- Review new vocabulary words. Learn about groups of people in the American West. Create a presentation about the experiences of a group in the American West. Present the presentation to the class.

Week 4

- Create a collage of images, words, and phrases related to each of the groups of people living in the West in the 1800s. Analyze a photograph of Union troops at the U.S. capital. Review new vocabulary words. Discuss and document the steps the

United States went through on its road to the Civil War. Using a graphic organizer, identify and describe 4 events that led to the Civil War.

Week 5

- Watch a video of the key aspects of the Civil War. Learn why artifacts disappeared from the Peace Treaty ceremony. Review new vocabulary words. Write about what most surprised you about the Civil War and what you would like to learn more about.

Week 6

- Look at the historical time periods since the Civil War and make a timeline of events. Review new vocabulary words. Watch videos of different time periods in modern U.S. history. Predict how the world might change in the next 10–20 years. Create a timeline of events that have happened in your community.

Week 7

- Review Unit 5. Complete end of unit project. Unit 5 Assessment

Evidence of Student Learning

Formative Assessments

- Weekly assignments
- Unit quizzes
- Writing responses / Journal entries
- Edpuzzles
- Exit tickets

Summative Assessments

- End of unit assessment
- End of unit inquiry project - poster, digital presentation, or video report

Benchmark Assessments

- K-W-L Chart
- Vocabulary pretest
- Explanation of the Civil War

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education

- Provide students in advance of the lesson key ideas they should be looking for
- Provide study notes
- Scaffolded notes or fill in the blank

504

- Provide students with multiple choices for how they can represent their understands (e.g. multisensory techniques - auditory/visual aids, pictures, illustrations, graphs, charts, data tables, multimedia, modeling)
- Present new material in manageable chunks
- Provide word banks or pictures for students when completing activities or assessments

Students at Risk for Failure

- Provide students reading material at their reading level
- Scaffolded notes or fill in the blank

Gifted and Talented:

- Ask students to research other maps—or create their own maps—of the Louisiana Purchase, Lewis and Clark’s expeditions, the Florida Acquisition, the annexation of Texas, the acquisition of Oregon Country, the Mexican Cession, and/or the Gadsden Purchase.

ELL:

- Create flashcards for new vocabulary words
- Utilize electronic translation software/apps
- Provide picture prompts for concepts/vocabulary words

Suggested Materials

- Teach TCI online materials
- Teacher provided worksheets
- Visual supports

Suggested I Resources

- NewsELA, StoryWorks, DBQ Project, Student text, Teacher text, Edpuzzle, BrainPop
- <http://www.pbs.org/weta/thewest/program/episodes/seven/>
- <https://www.visitoregon.com/the-oregon-trail-game-online/>
- <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/>