

Lower Township Elementary Schools

Social Studies



5th Grade

Adopted September 27, 2022

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Social Studies

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography. Mission Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. Vision An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 1- (Chapter 5) American Revolution	
Grade Level: 5th Grade	Timeline: ½ of marking period 1
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Chronological sequencing helps us track events over time.	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> ● 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.6: 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. ● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. ● 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. ● 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures

	<p>who lived New Jersey.</p> <ul style="list-style-type: none"> 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. 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).
<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. 6.1.5.HistoryUP.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. 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. • 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<p>There are a variety of sources that help us understand the past.</p>	<ul style="list-style-type: none"> 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.
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> 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.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational “breaks” as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions Chunking content into small segments Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> Student Choice Student centered activities Enhance skill or activity based on Individual Student Need

	<ul style="list-style-type: none"> ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter. ● Hands-on Activity: Quest: Read All About It! Students create a newspaper on the American Revolution. ● Chapter Assessment or Online Test
Benchmark	<ul style="list-style-type: none"> ● Grade 5 My World Social Studies Skills Pre-Test
Alternative	<ul style="list-style-type: none"> ● Performance Assessment: The Big Question: Ask

students to think back to what they learned about the Big Question: “What is worth fighting for?” Call on students to share what they remember about the events that led the American colonists to decide that their freedom was worth fighting for. Ask students to think about what they and their families think is worth protecting.

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Health
- Science
- Technology
- Visual Arts
- Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLs 9

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history.
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels.
- 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 There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual’s financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and

happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.

- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Use of the following resources: Interactive Whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the

interactive whiteboard.

- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Activities	Materials
Lesson 1: Tensions with Britain	Lesson 1: Setting the Stage page 83 My World Social Studies Activity Guide
Lesson 2: Road to War	Lesson 2: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 3: Declaring Independence	Lesson 3: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 4: On the Battlefield and at Home	Lesson 4: Launching the Activities page 84-85 My World Social Studies Activity Guide
Lesson 5: Winning Independence	Lesson 5: Complete the Quest page 86 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview	
Content Area: Social Studies	
Unit Title: Unit 2- (Chapter 6) New Nation	
Grade Level: 5th Grade	Timeline: ½ of marking period 2
<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.	<ul style="list-style-type: none"> 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue
In a representative democracy, individuals play a role in how government functions.	<ul style="list-style-type: none"> 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
In a representative democracy, individuals elect representatives to act on the behalf of the people.	<ul style="list-style-type: none"> 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
Levels of government (i.e., local, state, and federal) have different powers and responsibilities.	<ul style="list-style-type: none"> 6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States. 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities

	<p>of the three branches of the national government.</p> <ul style="list-style-type: none"> • 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.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
<p>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</p>	<ul style="list-style-type: none"> • 6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). • 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). • 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
<p>Interactions of people and events throughout history have shaped the world we experience today.</p>	<ul style="list-style-type: none"> • 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. • 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. • 6.1.5.HistoryCC.6: 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. • 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. • 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. • 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. • 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. • 6.1.5.HistoryCC.11: Make evidence-based inferences to

	<p>explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.</p> <ul style="list-style-type: none"> ● 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. ● 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. ● 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. ● 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).
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations

	<ul style="list-style-type: none"> ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write

	<p>and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.</p> <ul style="list-style-type: none"> • Hands-On Activity: Students will write a letter to argue as a supporter or opponent of the Constitution in the year 1787. Write a letter to the editor to convince readers of your point of view. • Chapter Assessment or Online Test
Benchmark	<ul style="list-style-type: none"> • N/A
Alternative	<ul style="list-style-type: none"> • Ask students to think back to what they learned about the Big Question: What is the purpose of government? Call on students to share what they remember about the creation of the Constitution and the purpose of government. Ask students to think about how the Constitution protects them from abuses of power and ensures that people have control over what the government can and cannot do.

Interdisciplinary Connections
<ul style="list-style-type: none"> • English Language Arts • Mathematics • Health • Science • Technology • Visual Arts • Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLs 9
<ul style="list-style-type: none"> • 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. • 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. • 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 There is a broader economic system that influences your financial goals. • 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. • 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a

- piggy bank, bank, or credit union.
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- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

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- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Activities	Materials
Lesson 1: Articles of Confederation	Lesson 1: Setting the Stage page 101 My World Social Studies Activity Guide
Lesson 2: Creating the Constitution	Lesson 2: Launching the Activities page 102-103 My World Social Studies Activity Guide
Lesson 3: The Bill of Rights	Lesson 3: Launching the Activities page 102-103 My World Social Studies Activity Guide
Lesson 4: Key Concepts of the Constitution	Lesson 4: Complete the Quest page 104-105 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 3- (Chapter 7) Life in the Young Republic

Grade Level: 5th Grade **Timeline:** ½ of marking period 3

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Historical records are shaped by the society that the creator lived in.	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. ● 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. ● 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> ● 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> ● 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.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity
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	<ul style="list-style-type: none"> ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter. ● Hands-On Activity: Students will write a short script on one of the following topics: the Lewis and Clark expedition, the War of 1812, the surge of immigrants that came to the United States in the 1800s, or the activist movements of the 1800s. ● Chapter Assessment or Online Test ●
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Ask students to think back to what they learned about the Big Question: How do leaders shape a nation? Call on students to share what they remember about the Louisiana Purchase, the Lewis and Clark expedition, the War of 1812, the Monroe Doctrine, the Trails of Tears, the abolition movement, the women's rights movement, and other events of the chapter. Have students share information about who was involved in the events and how these events affected the nation. Ask students to think about how leaders today continue to shape our nation.

Interdisciplinary Connections

- English Language Arts
- Mathematics
- Health
- Science
- Technology
- Visual Arts
- Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history.
- 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels.
- 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 There is a broader economic system that influences your financial goals.
- 9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. • 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers.
- 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving,

and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Use of the following resources: Interactive Whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Activities	Materials
Lesson 1: The First Presidents	Lesson 1: Setting the Stage page 124 My World Social Studies Activity Guide
Lesson 2: Jefferson and the Louisiana Purchase	Lesson 2: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 3: The War of 1812	Lesson 3: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 4: American Indians and the Trail of Tears	Lesson 4: Launching the Activities page 125-127 My World Social Studies Activity Guide
Lesson 5: New Arrivals and the Fight for Freedom	Lesson 5: Complete the Quest page 127-129 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 4- (Chapter 8) Westward Expansion

Grade Level: 5th Grade **Timeline:** ½ of marking period 4(combined with unit 5)

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> ● 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.6: 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. ● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. ● 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. ● 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. ● 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. ● 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. ● 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. ● 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).
<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. ● 6.1.5.HistoryUP.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. ● 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. ● 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. ● 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<p>There are a variety of</p>	<ul style="list-style-type: none"> ● 6.1.5.HistorySE.1: Examine multiple accounts of early

sources that help us understand the past.	European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> 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.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational “breaks” as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues

	<ul style="list-style-type: none"> ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and

	<p>the Big Question for this chapter.</p> <ul style="list-style-type: none"> ● Hands-On Activity: Students will prepare a discussion to support their opinion about why settlers wanted to move west. ● Chapter Assessment or Online Test ●
Benchmark	<ul style="list-style-type: none"> ● N/A
Alternative	<ul style="list-style-type: none"> ● Ask students to think back to what they learned about the Big Question: What are the costs and benefits of growth? Call on students to share what they remember about the Big Question statement for each lesson. Ask students to think about a decision they (or their family) had to make. Ask: In the process of making that decision, did you think about the costs and benefits?

Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 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 There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. • 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union. ● 9.1.5.FI.1: Identify various types of financial institutions and the services they offer

including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.

- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
 - 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
 - 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
 - 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful.
 - 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
 - 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).
- New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
 - 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Use of the following resources: Interactive Whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Activities	Materials
Lesson 1: Inventions, Roads, and Railroads	Lesson 1: Setting the Stage page 146 My World Social Studies Activity Guide
Lesson 2: Independence for Texas and California	Lesson 2: Launching the Activities page 147-150 My World Social Studies Activity Guide
Lesson 3: Trails to the West	Lesson 3: Launching the Activities page 147-150 My World Social Studies Activity Guide
Lesson 4: The California Gold Rush	Lesson 4: Complete the Quest page 150 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Unit Overview

Content Area: Social Studies

Unit Title: Unit 5- (Chapter 9) Civil War and Reconstruction

Grade Level: 5th Grade **Timeline:** ½ of marking period 4 (combined with unit 4)

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
Chronological sequencing helps us track events over time	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. ● 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
Interactions of people and events throughout history have shaped the world we experience today.	<ul style="list-style-type: none"> ● 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.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures. ● 6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.6: 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. ● 6.1.5.HistoryCC.7: Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives. ● 6.1.5.HistoryCC.8: Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

	<ul style="list-style-type: none"> ● 6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. ● 6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas. ● 6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures. ● 6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies. ● 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions. ● 6.1.5.HistoryCC.14: Compare the practice of slavery and indentured servitude in Colonial labor systems. ● 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).
<p>Events may be viewed differently based on one's perspective.</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered. ● 6.1.5.HistoryUP.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. ● 6.1.5.HistoryUP.4: Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
<p>Historical records are shaped by the society that the creator lived in.</p>	<ul style="list-style-type: none"> ● 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events. ● 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. ● 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
<p>There are a variety of</p>	<ul style="list-style-type: none"> ● 6.1.5.HistorySE.1: Examine multiple accounts of early

sources that help us understand the past.	European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.	<ul style="list-style-type: none"> 6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
Historians use evidence from multiple sources to support their claims and arguments about the past.	<ul style="list-style-type: none"> 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.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> Follow 504/IEP accommodations Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Restate, reword, clarify directions Provide Educational “breaks” as necessary Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues Highlight, define, or demonstrate important vocabulary Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> Step by step examples Visual demonstration of skill or activity Allow for flexible grouping Student centered activities Learning Stations Small group & large group discussions Problem solving situations Utilize visual and audio cues

	<ul style="list-style-type: none"> ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Review interactivities online ● Online lesson quizzes ● Speech/story from the perspective of... ● Graphic organizers ● Outlining ● Timelines ● Map skills ● Vocabulary term exercises ● Storyboard ● Research posters, pamphlets, papers ● Drawing conclusions from a video ● Illustration ● Powerpoint presentations ● Venn diagrams ● Newspaper article ● Writing a song/poem ● Writing a recommendation ● Developing a group discussion ● Design an ancient artifact ● Group/individual games
Summative	<ul style="list-style-type: none"> ● Writing Activity: Students use their worktext to write

	<p>and illustrate an 8-page booklet demonstrating their understanding of the key objectives, vocabulary, and the Big Question for this chapter.</p> <ul style="list-style-type: none"> ● Hands-On Activity: Students will plan and write a song about the Civil War. ● Chapter Assessment or Online Test
Benchmark	<ul style="list-style-type: none"> ● Grade 5 My World Social Studies Skills Post-Test
Alternative	<ul style="list-style-type: none"> ● Ask students to think back to what they learned about the Big Question: What is worth fighting for? Call on students to share what they remember about the issues that triggered the Civil War and what the Union and the Confederacy were fighting for. Ask students to think about what is important to them in their own lives. Ask: who or what would you fight for? Guide students to think about their friends, family, school, and community.

Interdisciplinary Connections
<ul style="list-style-type: none"> ● English Language Arts ● Mathematics ● Health ● Science ● Technology ● Visual Arts ● Theatre

Integration of 21st Century Themes & Skills/Career Education- NJSLs 9
<ul style="list-style-type: none"> ● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Credit Profile Core Ideas Performance Expectations There are benefits to having a positive credit history. ● 9.1.5.CP.1: Identify the advantages of maintaining a positive credit history. Economic and Government Influences Core Ideas Performance Expectations Taxes are collected on a variety of goods and services at the local, state, and federal levels. ● 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 There is a broader economic system that influences your financial goals. ● 9.1.5.EG.3: Explain the impact of the economic system on one’s personal financial goals. ● 9.1.5. EG.4: Describe how an individual’s financial decisions affect society and contribute to the overall economy. There are agencies, laws, and resources to protect individuals as consumers. ● 9.1.5. EG.5: Identify sources of consumer protection and assistance. New Jersey Department of Education June 2020 24 Financial Institutions Core Ideas Performance Expectations People can choose to save money in many places such as home in a piggy bank, bank, or credit union.

- 9.1.5.FI.1: Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies. Financial Psychology Core Ideas Performance Expectations An individual's financial traits and habits affect his/her finances.
- 9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.
- 9.1.5.FP.2: Identify the elements of being a good steward of money. Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.
- 9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.). Not all financial information is accurate or truthful. 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members. Planning and Budgeting Core Ideas Performance Expectations There are specific steps associated with creating a budget.
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions. Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate). New Jersey Department of Education June 2020 25 Risk Management and Insurance Core Ideas Performance Expectations Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence.

Integration of Technology

Use of the following resources: Interactive Whiteboard, Google suite, chromebooks, online data bases, My World Social Studies textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.
- <http://www.pbs.org>
- <http://mrdonn.org>
- <http://www.brainpop.com>
- <http://www.havefunwithhistory.com>

Activities	Materials
Lesson 1: Struggles Over Slavery	Lesson 1: Setting the Stage page 170 My World Social Studies Activity Guide
Lesson 2: The War Begins	Lesson 2: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 3: Life During the Civil War	Lesson 3: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 4: The War Ends	Lesson 4: Launching the Activities page 170-171 My World Social Studies Activity Guide
Lesson 5: Reconstruction	Lesson 5: Complete the Quest page 172-173 My World Social Studies Activity Guide
Teacher Notes: See My World Social Studies Activity Guide for different activities that you could incorporate into your classroom instruction.	

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most

teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or

	pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the

	<p>confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)</p>
<p>High Prep Strategies</p>	
<p>Cubing</p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>
<p>Tiered assignment/ product</p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>
<p>Independent studies</p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>
<p>4MAT</p>	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach</p>

	the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning

	contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

